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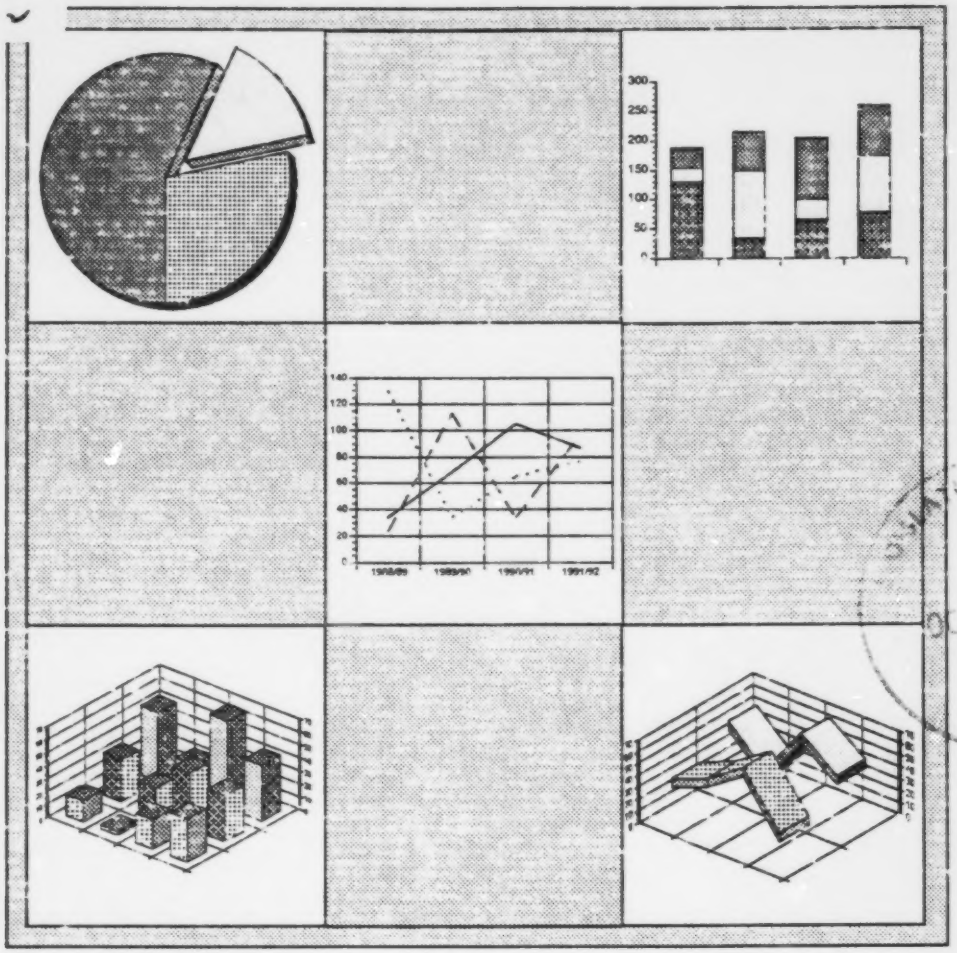

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Highlights

Context of Education

* Between 1981 and 1991, Alberta's population increased from about 2.2 million to about 2.5 million. After slow growth through most of the 1980s, moderate growth resumed in the early 1990s.

* Population growth from natural increase and immigration during the 1980s were relatively stable (approximately 30,000 per year and 10,000 per year respectively). Alberta lost people to interprovincial migration through most of the 1980s. The outlook is for stronger population growth in the 1990s.

* The age structure of the population is shifting. Youth (age 0-19) has decreased from 42.6% in 1981 to 30.8% in 1991, while the population age 55+ is increasing. The population of primary working age (persons 20-54) will remain stable.

* Alberta's population is highly mobile, primarily because of large numbers of interprovincial migrants compared to other provinces.

* Today, the average Alberta family has fewer children and is more likely to have the mother working outside the home. As well, the proportion of all families with children has increased from 11% in 1971 to 19% in 1991.

* In 1990, 10.9% of children in two-parent families were low income, compared to 66.2% of the children in female lone-parent families.

* In 1990/91, 39% of interprovincial in-migrants were enrolled in school, compared to 61% of all Alberta 15-19 year olds.

* Between 1977 and 1990, the labour force participation rate for Alberta secondary school students age 15-19 increased from 43.7% to 51.4%.

* Alberta's labour force participation rate (72.5% in 1991) is the highest in Canada. The rate for males (80.6%) has declined slightly in recent years, while the rate for females (64.4%) has increased substantially.

* The use of alcohol, tobacco and marijuana among Alberta adolescents (age 12-17) declined slightly throughout the 1980s.

* After a moderate recession in Alberta in 1990/91, economic growth of 1.5% - 2.5% per year is expected for 1992/93. Provincial government revenues from energy royalties have declined from about 45% of all revenues in 1984/85 to less than 25% in 1990/91.

Educational Inputs / Resources

* In 1990/91, there were 507,923 students in Alberta (ECS to grade 12, including private schools). This is about 20% of Alberta's population.

* Enrolment in ECS programs increased from 32,301 in 1980/81 to 41,263 in 1990/91. Enrolment in public/separate schools increased by about 13,000, while private ECS enrolment dropped by about 4,000.

* From 1980/81 to 1990/91, enrolment in grades 1-12 public/separate schools increased from 417,016 to 451,797 (or 8.1%). Over this same period, enrolment in grades 1-12 private schools doubled (from 7,004 to 14,863).

* In 1990/91, There were 214,641 students enrolled in language programs. French language programs accounted for 91.6% of all language program enrolments.

* Student registrations at the Alberta Distance Learning Centre dropped from 31,170 in 1989/90 to 18,224 in 1990/91.

* Alberta school systems are increasing their use of distance delivery to provide students with better course selection and more equitable access.

* From 1988/89 to 1990/91, home education enrolment in Alberta more than doubled (from 818 to 1,674).

* Of the 31,095 teachers in Alberta schools in 1990/91, 93.8% were in public/separate schools, 3.1% were in private schools, 0.4% were with private ECS schools, and 2.7% were in "other public system" schools.

* Of the 29,172 public/separate system teachers in 1990/91, 62.5% were female. On average, teachers had 13.5 years of experience, a salary of $44,414, and were 39.4 years old.

* Based on actual teaching time (i.e., excluding non-teaching duties) the student/teacher ratio has declined from 23.1 in 1981/82 to 20.5 in 1990/91.

* Surveys of Alberta superintendents in 1989/90 and 1990/91 found that many jurisdictions in rural and northern areas had difficulty filling teaching positions. Those in or near large urban centres did not. Teacher applications were scarce for: French, French immersion, music/band, sciences and math/science combinations, counselling, industrial arts, home economics and vocational education. Applications were abundant for: elementary generalists, physical education, social studies and language arts positions.

* The provincial government provided about $1.6 billion of the $2.5 billion that supported basic education in 1990/91. This is about $12.5 million per school day, or about $27 per student for each day of instruction.

* Instructional costs (primarily teacher salaries) accounted for 67% of total school board expenditures in 1990/91. On average, school boards spent $5,336 per student, an increase of 1.9% over 1989/90.

Educational Inputs / Resources (continued)

* Alberta Education received $641 million in capital requests from school boards for 1991-1993, and approved $360 million for urgent school projects, including 41 new schools.

Educational Outcomes / Results

* The 1990/91, grade 12 diploma examination results indicated that a high percentage of students are achieving the acceptable standard (50% or better) or the standard of excellence (80% or better). This is consistent with results from previous years.

* Provincial average marks in diploma examination subjects were highest for Français 30 (70.8%), Physics 30 (69.2%), and Chemistry 30 (67.3%), and lowest for English 33 (62.2%), Mathematics 30 (65.0%) and English 30 (65.8%). Average marks in other diploma examination subjects were 66.2% in Biology 30 and 66.3% in Social Studies 30.

* In 1990/91 25,469 high school diplomas were awarded in Alberta, a decrease of 4.1% from the peak of 26,559 in 1987/88. The percentage of diplomas awarded to students age 20+ increased from 10.6% in 1983/84 to 15.5% in 1990/91.

* In 1990/91, students wrote achievement tests in Science (grade 3), Mathematics (grade 6) and Social Studies (grade 9). In all three subject areas, less than the expected percentage of students (80%) achieved the acceptable standard or higher on both components of the test. More than the expected percentage of students (10%) achieved the standard of excellence on both components of the test in grade 3 Science and grade 6 Mathematics, but fewer achieved the standard of excellence in grade 9 Social Studies.

* A special Achievement-Over-Time Study was carried out in 1991 to compare student achievement test results in 1983, 1987 and 1991. The 1991 students scored significantly higher than students in 1983 and 1987 (with the exception of grade 9 Social Studies, where achievement in 1991 was higher than in 1983, but the same as achievement in 1987).

* Achievement test results in 1991 were the same for boys and girls for grade 3 Science and grade 9 Social Studies. For grade 6 Mathematics, boys outperformed girls, particularly for the standard of excellence.

* Between 1981/82 and 1991/92, the number of students eligible for Rutherford Scholarships increased by 25% from 6,147 to 7,683. The total value of scholarships awarded was $5.4 million in the 1990/91 fiscal year.

* For Albertans age 14-19, participation in schooling has increased from 53.8% in 1980/81 to 64.6% in 1990/91.

Educational Outcomes / Results (continued)

* Alberta's **annual** dropout rate for students age 14-18 has declined from 12.0% in 1980/81 to 6.3% in 1990/91. Alberta's **longitudinal** dropout rate is the proportion of students entering grade 9 who leave within the four years normally required to complete high school. For the grade nine classes of 1980/81, 1981/82, and 1982/83, the rate was 32%.

* The percentage of students taking an extra year to complete high school in Alberta has increased from 18.6% in 1987/88 to 22.2% in 1990/91.

* Enrolment of new students in Alberta postsecondary institutions from Alberta high schools has been fairly constant at 15,000 full-time and 2,500 part-time students for the past three years.

* A study of school-to-work transitions for a sample of 1985 Edmonton grade 12 students over the next four years (1985-89) found that:
  a) study participants had continued high levels of participation in schooling (including post-secondary) over the course of the study,
  b) the traditional pattern of full-time school followed by full-time work is being replaced by other combinations of school and work,
  c) part-time work was common among high school students.

* Albertans with less than high school completion have significantly lower labour force participation rates and higher unemployment rates than those with more education. As well, their average annual income was about $15,000, compared to more than $30,000 for those with at least a university degree.

* A 1991 study of a sample of 1,345 adult Albertans asked how well they thought our schools are performing:
  a) 23% felt the quality of education had improved in the last five years; 40% felt it stayed the same and 18% felt it became worse.
  b) The areas most frequently identified as needing improvement were: "more/better discipline", "class size" and "raise standards".

* A 1991 survey of private sector senior executives in Alberta asked about their expectations for high school graduates. A high degree of competence in writing, reading, communicating and social studies were the areas identified. They also expect positive attitudes toward lifelong learning and working and would like to see more emphasis on trades training.

* In the mid-1980s, Canada participated in the Second International Science Study, conducted by the IEA. Compared with other countries, Canada marked near the top in grades 4/5 and 8/9, but was near the bottom in grades 12/13 science subjects. Compared with other provinces, Alberta ranked fifth on the grade 5 test, first on the grade 9 test and near the top in the grade 12/13 science subjects.

Foreword

Education in Alberta: Facts and Figures 1991 provides a statistical overview of the basic education system in Alberta. The report is intended to complement *Achieving the Vision, 1991* Alberta Education's first report on results, by providing more descriptive and historical data on our education system. The report is organized into three sections:

1. Context of Education;
2. Educational Inputs/Resources; and
3. Educational Outcomes/Results.

The Context of Education describes environmental conditions in which our education system operates. It focuses on demographic indicators, family and social structure, characteristics of youth, economic conditions and the labour force. Educational Inputs/Resources describes the human and fiscal resources available to the education system, including students, teachers, fiscal and capital resources. Educational Outcomes/Results describes the impact, or consequences of schooling on students from diverse perspectives.

This is the third edition of *Education in Alberta: Facts and Figures*. The first edition was published in 1988 and the second in 1989. The 1991 edition focuses on trends in education over the past decade, up to the 1990/91 school year. This edition has fewer references to historical data, since previous editions provided more extensive historical data.

Education in Alberta: Facts and Figures 1991 was prepared in the Policy and Planning Branch by Pat Ehman. Desktop publishing assistance was provided by Moshé Elhave, Ismail Esmail and June Kylor-Gibson. Special thanks to the staff of the following branches for their cooperation in providing information for this report: Alberta Distance Learning Centre, Finance Branch, Information Services, Language Services, School Business Administration and Student Evaluation.

Also, thanks to the Alberta Alcohol and Drug Abuse Commission, the Alberta Attorney General, the Alberta Bureau of Statistics, the Alberta School Boards' Association and Alberta Advanced Education for providing information for this report.

We encourage feedback on this publication. A "Reader Feedback Form" is provided at the back for your use in providing comments and feedback.

Foreword

Alberta Education

A summary brochure, Education in Alberta: Basic Statistics 1991 is being distributed with this report. It contains selected statistics from the full report which provide a concise overview of our education system.

John Burger
Acting Director
Policy and Planning Branch
Planning and Information Services Division
Alberta Education
11160 Jasper Avenue
Edmonton, Alberta, Canada
Phone: (403) 427-8217
Fax: (403) 422-5255

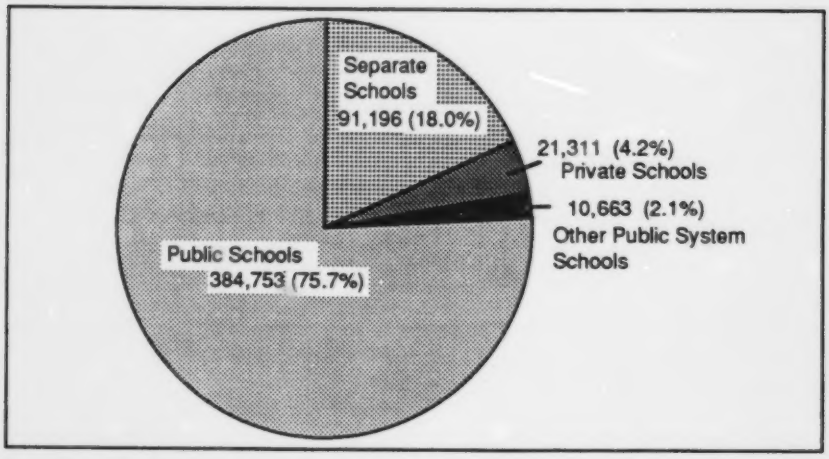
Our Education System

The government of Alberta is committed to ensuring that the best possible education is available to students in Alberta from Early Childhood Services through grade 12. Through education, students are assisted to realize their full potential, to contribute to society, and to shape their individual and collective futures. Alberta Education and school jurisdictions exist to ensure that our children receive "the best education for all Alberta students".

In the 1990/91 school year, there were 507,923 students (or approximately 20% of the total population in the province) in Alberta's primary/secondary school system. Figure 1.1 shows that, of the total provincial enrolment, 384,753 students (or 75.7%) were in public schools (divisions, counties, public districts, regional and consolidated school districts), 91,196 (or 18.0%) were in separate schools, 10,663 (or 2.1%) were in "other public system schools" (provincial government institutions, colleges and jails, Department of National Defense and Department of Indian Affairs schools) and 21,311 (or 4.2%) were in private schools.

Figure 1.1

Enrolment in Alberta Schools, ECS - Grade 12, 1990/91



Source: Alberta Education - Finance Branch
Note: "Other public system schools" (provincial government institutions, colleges and jails, Department of National Defense and Department of Indian Affairs schools).

In public/separate school systems in 1990/91, there were 143 active school boards, including 30 counties, 31 school divisions, 28 public school districts, 44 Roman Catholic separate school districts, and 10 "other" jurisdictions (Protestant Separate, Regional, Consolidated, Roman Catholic Public and Department of National Defense school districts).

In addition to 1,562 public and separate schools, there were 167 private schools, 196 ECS private operators and 81 "other public system" schools, for a total of 2,006.

Our Education System (continued)

Appendix 5 (pages 69 to 72) provides the number of schools, FTE student enrolment, certified staff, and student/FTE teacher ratio for all public and separate school jurisdictions in the 1990/91 school year.

Of the 31,095 teachers in Alberta schools in 1990/91, 29,172 (or 93.8%) were in public/separate schools, 971 (or 3.1%) were in private schools, 124 (or 0.4%) were with ECS private operators, and 828 (or 2.7%) were employed by "other public system" schools. On average the 29,172 public/separate school teachers were 39.4 years old and had 13.5 years of teaching experience; 62.5% were females.

The funding of Alberta schools is shared by the provincial government and locally elected school boards. The provincial government provided more than $1.58 billion of the $2.5 billion that supported education in 1990/91. This $2.5 billion investment is about $12.5 million per day, or about $27 per student for each day of instruction.

Demographics

Demographic trends can have a significant impact on education systems. This is especially true in Alberta where, historically, patterns of population growth and mobility have changed rapidly in response to changing economic conditions. This section examines recent and projected demographic trends which are likely to affect basic education in Alberta.

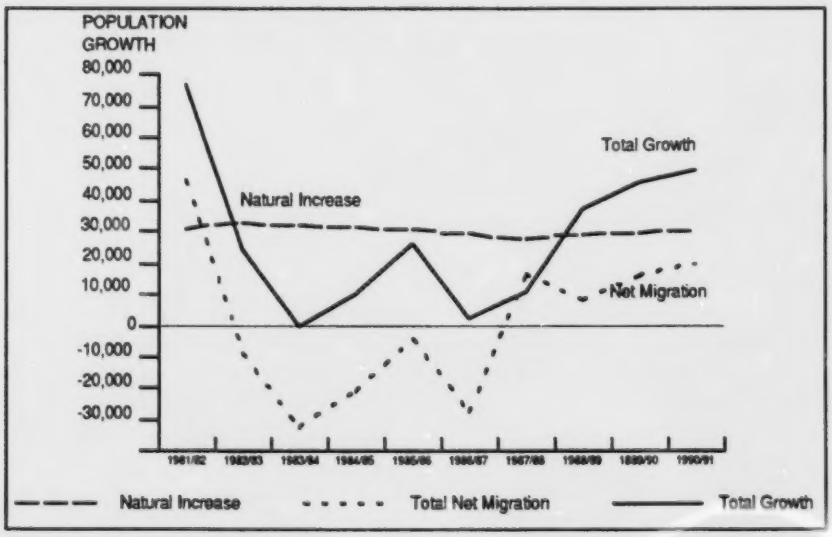
Population Growth

In the past decade, patterns of population growth have shifted dramatically as the economic boom of the 1970s gave way to recession in the 1980s. While population growth from natural increase (the difference between total births and total deaths in the province each year) has been relatively constant at about 30,000 per year, the impact of migration has varied considerably. In 1981/82, net in-migration (including international and interprovincial migration) to Alberta was 46,500. Over the next six years, Alberta experienced net out-migration (more people left the province than entered). The trend reversed again with net in-migration of 8,000 in 1988/89, increasing to 19,900 in 1990/91.

Total annual population growth in Alberta slowed from 77,200 in 1981/82 to virtually zero in 1983/84 and then increased gradually, reaching 49,900 in 1990/91. Alberta's population has increased from 2,314,500 in 1982 to 2,521,500 in 1991. Based on Alberta Bureau of Statistics Population Projections: 1987-2016 (Projection Series 5 - Medium Growth) it is expected to increase further to 2,769,000 by the year 2001, and to 3,107,000 by the year 2011. These projections were produced in 1988. Updated projections based on 1991 census data will be available in Fall, 1992. Figure 1.2 illustrates trends in population growth by component over the past decade. Appendix 13.1 (page 87) provides detailed data on population growth by component over this period.

Figure 1.2

Population Growth by Component, Alberta, 1981/82 - 1990/91



Source: Alberta Bureau of Statistics

International and Interprovincial Migration

Alberta's international and interprovincial migration have experienced significant fluctuations. After high levels of net in-migration in the late 1970s and early 1980s, Alberta experienced net out-migration during the mid 1980s. Starting in 1988/89, net in-migration resumed.

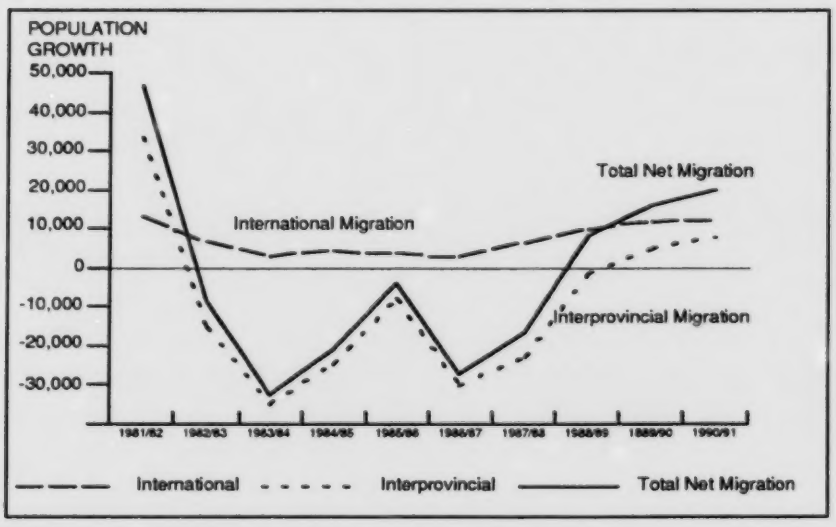
While net international migration has been positive throughout the 1980s, it declined from 13,200 in 1981/82 to 2,800 in 1983/84, and then increased steadily to 12,100 in 1990/91. Over this same period, the total number of immigrants declined from 20,600 in 1981/82 to 9,500 in 1984/85, and then increased to 17,600 in 1990/91. Over the past three decades, the sources of immigrants to Alberta have undergone a significant shift - from primarily English speaking countries to primarily non-English speaking countries. This trend has had a significant impact on the demand for English as a Second Language programs.

Interprovincial migration in Alberta has fluctuated even more dramatically than international migration over the past decade. From net in-migration of 33,300 in 1981/82, the trend dramatically reversed to net out-migration of 35,400 in 1983/84. Alberta continued to lose people to interprovincial migration through the mid-1980s. The trend reversed again in the late 1980's with net in-migration of 4,700 in 1989/90 and 7,800 in 1990/91.

Population "turnover" resulting from migration (percent of the population who arrive from elsewhere each year) is high in Alberta compared to other provinces. For example, international and interprovincial in-migrants in 1981/82 (118,600) represented 5.1% of the Alberta population as of June 1, 1982. Rates ranged from 2.1% to 5.1% over the past decade. Other provinces have turnover in the range of 1% - 2%. High population turnover has significant implications for education in Alberta. See page 13 for a discussion of migration patterns among school age youth in Alberta. Figure 1.3 illustrates migration patterns over the past decade, and Appendix 13.2 (page 87) provides detailed data on the trend.

Figure 1.3

Components of Migration for Alberta, 1981/82 - 1990/91



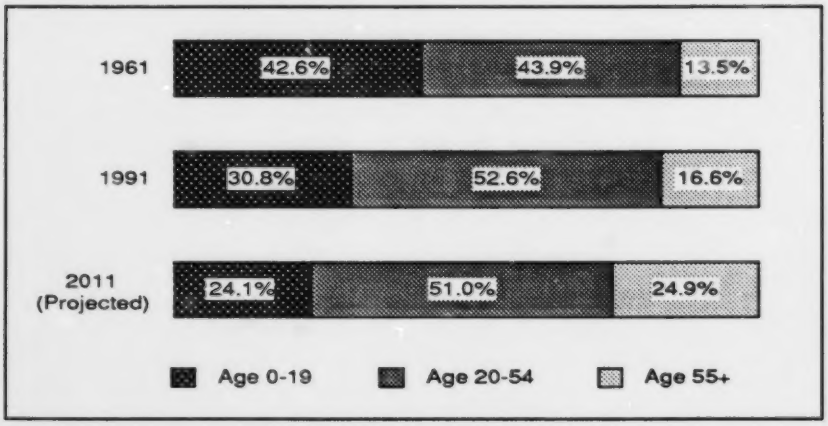
Source: Statistics Canada - Catalogue 91-210 (Annual)

Age Distribution of the Alberta Population

Alberta's population has increased steadily in recent decades and is projected to continue to do so in the near future. However, the proportion of various age groups in the total population is shifting. As a result of declining birth rates and increasing life expectancies, the proportion of young people is declining and the proportion of older people is increasing. Figure 1.4 illustrates that, between 1961 and 1991, the proportion of the Alberta population age 0 - 19 declined from 42.6% to 30.8%, and is projected to decline further to 24.1% by the year 2011. Over this same timeframe, the proportion of the population age 55+ increased from 13.5% to 16.6%, and is projected to increase further to 24.9% by the year 2011. Between 1971 and 1991, the median age of the Alberta population increased from 24.9 to 31.3. Appendix 13.3 (page 88) provides detailed data on the shifting proportions of various age groups in Alberta.

Figure 1.4

Percentage Distribution of the Alberta Population, 1961-2011



Source: Statistics Canada - Catalogue 91-210 (Annual)

Family and Social Structure

While the family remains the basic social unit in society, family structure has undergone significant change in recent decades. Today, the average Alberta family is smaller and is more likely to have the mother working outside the home. As well, the proportion of lone parent families is increasing. **The following data illustrate some major shifts in Alberta population and family structure from 1971 to 1991.**

* Children less than age 15 as a proportion of the total population decreased from 32% to 24%.
* The labour force participation rate of married females increased from 43% to 67%.
* The proportion of all families without children at home increased from 29% to 34% and the average family size decreased from 3.7 to 3.1 persons.
* The proportion of lone parent families increased from 11% to 19%, and the proportion of children less than age 25 living at home who lived in single parent families increased from 10% to 15%.

Table 1.1

Alberta Family Structure, 1971 - 1991

	1971		1991	
	Number	Percent	Number	Percent
Population by Status:				
Children < Age 15[1]	514,505	32%	595,030	24%
Single (Age 15+)	293,310	18%	470,330	19%
Married	712,785	44%	1,169,950	47%
Separated/Widowed/Divorced	107,275	7%	249,655	10%
Total	1,627,875		2,484,980	
Population in Families	1,418,875	87%	2,095,670	84%
Average Persons/Family	3.7		3.1	
Families by Status:				
With Children at Home	270,360	71%	437,780	66%
Without Children at Home	109,865	29%	230,205	34%
Families with Children:				
Husband/Wife Families	241,445	89%	354,775	81%
Lone Parent Families	28,915	11%	83,010	19%
Children at Home < Age 25:				
In Husband/Wife Families	614,575	90%	680,175	85%
In Lone Parent Families	65,435	10%	119,880	15%
Labour Force Participation:				
Married Males	322,000	87%	482,000	83%
Married Females	157,000	43%	388,000	67%

Source: Statistics Canada Census Data (1971, 1991), Labour Force Survey

Note: 1. All figures are for persons in private households (not entire population).
2. Percentages may not add to 100% due to rounding.

Marriages and Divorces

Since 1980, the number of marriages each year in Alberta has fluctuated between 18,640 and 22,312. Marriages increased from 20,818 in 1980 to 22,312 in 1982 and then declined to 18,640 in 1987. Over the next three years, the total number of marriages increased to 20,130 before dropping to 18,612 in 1991. About one in ten marriages in Alberta is a second (or subsequent) marriage.

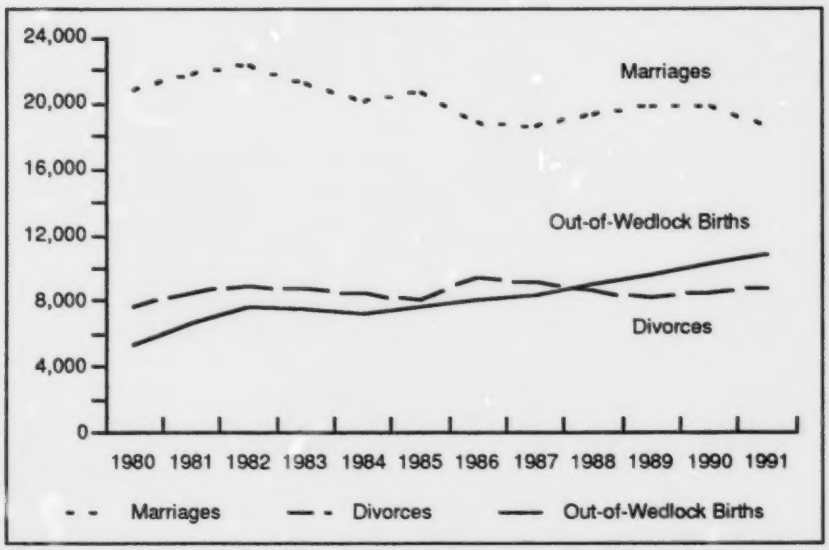
The total number of divorces in Alberta increased steadily from 7,580 in 1980 to a peak of 9,386 in 1986 and then declined to 8,483 in 1990.

Out-of-Wedlock Births

Between 1980 and 1991, the total number of births to unmarried women in Alberta has more than doubled (from 5,347 to 10,762). As a proportion of all births in the province, out-of-wedlock births have increased from 13.5% to 25.1% over this period. Births to unmarried females as a percentage of all births is highest among 10 to 19 year olds. Figure 1.5 illustrates trends in marriages, divorces and out-of-wedlock births in Alberta from 1980 to 1991.

Figure 1.5

Marriages, Divorces and Out-Of-Wedlock Births, Alberta, 1980 - 1991



Sources: Alberta Bureau of Statistics, Alberta Attorney General, Alberta Health-Vital Statistics

Suicides

There has been no distinct trend (increase or decrease) in total annual suicides in Alberta since 1980. The annual total has fluctuated from 355 to 422 between 1980 and 1990. In 1991, however, 465 suicides were recorded in the province.

Appendix 14.1 (page 88) provides annual data on marriages, divorces, out-of-wedlock births and suicides in Alberta between 1980 and 1991.

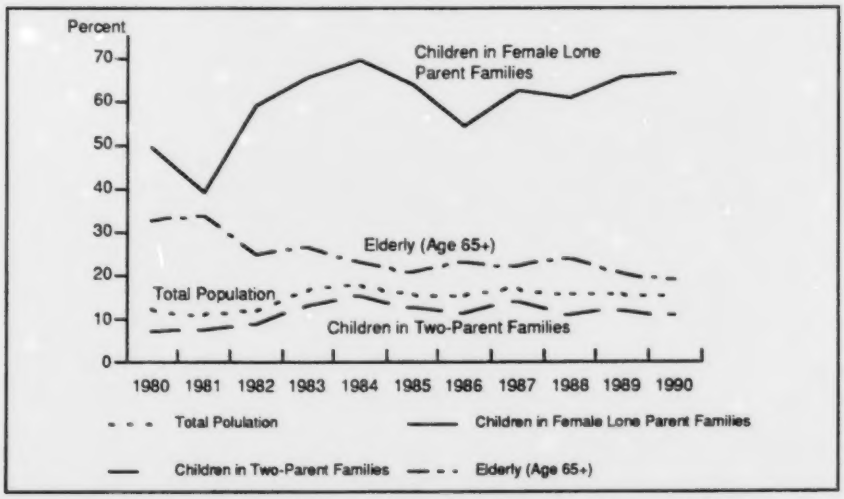
Incidence of Low Income

One indicator of the extent of poverty is the proportion of the population with incomes below the "low income cut-offs" established by Statistics Canada for individuals and various sizes of families. Figure 1.6 shows the proportions of various segments of Alberta's population who were classified as "low income" between 1980 and 1990, using Statistics Canada's 1986 low income cut-offs.

For the total population, the proportion of persons classified as low income ranged from a low of 10.8% in 1981 to a high of 18.0% in 1984. The rate declined to 15.4% by 1990. For children, the incidence of low income varies dramatically by family type. **In 1990, the incidence of low income was 10.9% for children in two-parent families, compared to 66.2% for children in lone parent families headed by a female.** For persons age 65+, the incidence of low income declined from 33.9% in 1981 to 19.2% in 1990. Appendix 14.2 (page 89) provides detailed data on the incidence of low income in Alberta from 1980 to 1990.

Figure 1.6

Incidence of Low Income, Alberta, 1980-1990



Source: Statistics Canada, Survey of Consumer Finances (January 1992)

Social Assistance Recipients

From 1970 to 1990 the Government of Alberta provided income support, through the Social Allowance program. In January 1991, that was replaced by the Supports for Independence program, which takes a more proactive approach to helping people help themselves into the workforce.

The annual caseload for the Social Allowance/Supports for Independence programs has increased from 31,561 in the 1981/82 fiscal year to 66,989 in 1990/91. Single parent cases have increased from 14,165 in 1981/82 (or 44.9% of the total caseload) to 25,632 in 1990/91 (or 38.3% of the total caseload).

Almost half of the people depending on government income support are children. More than 6% of Alberta population (and about 10% of its children) rely on social assistance for all or part of their income in any given month.

Social Assistance Recipients (cont.)

Costs have increased along with caseloads. Total program expenditures have increased from $215.5 million in the 1981/82 fiscal year to $691.4 million in 1990/91. Social assistance expenditures now account for 51% of the Alberta Family and Social Services budget, and 6.1% of the Alberta government's annual operating expenditures. Table 1.2 provides annual data on social assistance in Alberta over the past decade.

Table 1.2

Alberta Social Allowance/Supports for Independence 1981/82 - 1990/91

Fiscal Year	Expenditures ($000's)	Total Caseload2	Single Parents
1981/82	215,530	31,561	14,165
1982/83	332,300	42,177	17,412
1983/84	346,872	45,070	18,418
1984/85	370,990	47,897	18,931
1985/86	433,324	54,867	20,019
1986/87	529,387	62,813	21,363
1987/88	582,852	68,015	23,290
1988/89	626,731	67,731	24,076
1989/90	652,414	67,214	24,447
1990/91	691,417	66,989	25,632

Source: Alberta Family and Social Services - Income Support

Notes: 1. Data are reported by fiscal years (April 1 - March 31).

2. "Cases" can be individual or family units. The average number of persons per case is approximately 2.1.

Other Family Characteristics

Alberta Families Today, the report of the Premier's Council in Support of Alberta Families (1992), noted additional family/social trends. These include the following:

* In 1990, less than 15.4% of all families with children under age 18 were "traditional nuclear families" (husband-wife families relying on one male breadwinner's income).

* Average family income (in constant 1990 dollars) declines from $57,000 in 1981 to $52,000 in 1990. For lone parent families with children under age 18, average family income (in constant 1990 dollars) declined from $31,000 in 1981 to $24,000 in 1990, a decrease of 23%.

* Alberta's Native population is much younger than the population as a whole (39% are under age 16, compared to the Alberta rate of 24%).

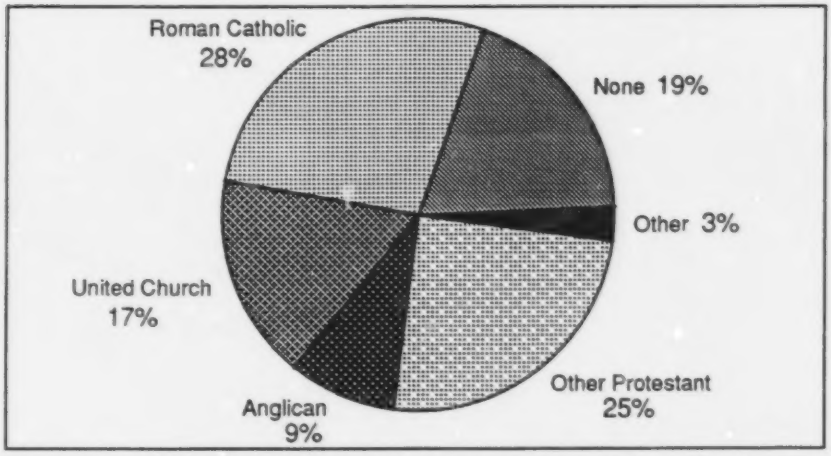
* Farm families are more likely than urban families to have both the husband and wife present (95% versus 87%) and to have children at home (67% versus 54%).

Religious Affiliation

When asked about their religious affiliation (General Social Survey, Statistics Canada, 1990) 81% of Albertans reported involvement in some organized religion. More than half of Albertans (51%) are Protestant, 28% are Roman Catholic and 3% are members of other religions (Judaism, Eastern Orthodox, Islam, etc.). Figure 1.7 illustrates the proportions of various religious groups in the Alberta population in 1990.

Figure 1.7

Religious Affiliation of Albertans, 1990



Source: Statistics Canada, General Social Survey, Family and Friends Microdata File, 1990

Note: Percentages may not add to 100% due to rounding.

Alberta's Youth

Alberta's youth (age 0 -19) continues to shrink as a proportion of the total population. Table 1-2 shows that Albertans age 19 or less constituted 42.6% of the total provincial population in 1961, and only 30.8% in 1991.

Table 1.3

Youth (Age 0-19) as a Percent of Alberta Population, 1961, 1981 and 1991

Year	Age Group: 0-4	5-9	10-14	15-19	Total: 0-19	All Ages	Percent 0-19
			(Thousands)				
1961[1]	179.9	159.1	130.4	99.0	568.3	1,331.9	42.6%
1981[1]	188.0	174.2	179.5	214.4	756.1	2,237.7	33.8%
1991[1]	213.1	200.8	181.5	180.7	776.1	2,521.5	30.8%

Sources: 1981: Statistics Canada Catalogue 92-901 (Volume 1)
1991: Statistics Canada Catalogue 91-210 (Volume 9)

Notes: 1. Population as of June 1st each year.
2. Numbers may not add to 100% due to rounding.

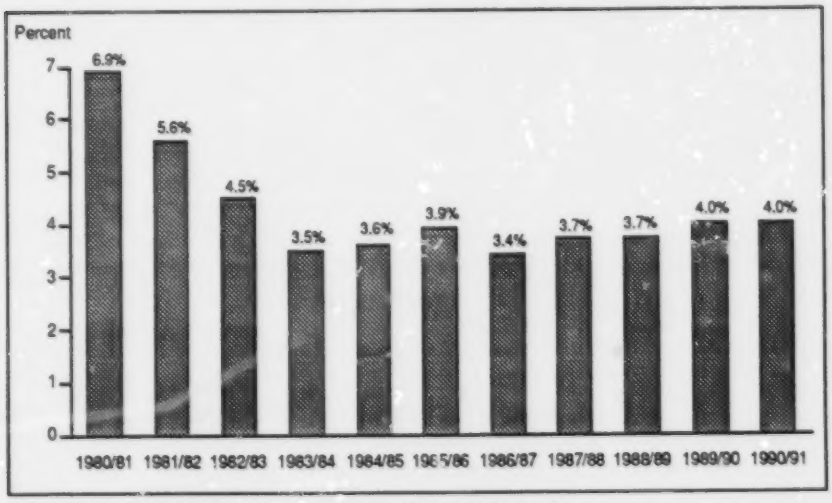
Youth Mobility

Alberta's school age population (age 5-19) is highly mobile, especially 15-19 year olds. Figure 1.8 shows that the proportion of the school age population who entered Alberta each year from another province or country declined from 6.9% in 1980/81 to 3.4% in 1986/87, and then increased to 4.0% in 1990/91. This means that, during the 1980's, between 3.4 and 6.9 of every 100 school age children in Alberta came from another province or country each year. High mobility can have a significant impact on educational indicators. For example, a Statistics Canada Labour Force Survey (February, 1991) found that participation in primary/secondary schooling of interprovinical in-migrants to Alberta age 15-19 was 40%, compared to 61% for Albertans in that age group.

Appendix 15.1 (page 90), shows that the impact of interprovincial migration on school age children varies by age, but has the largest impact on 15-19 year olds.

Figure 1.8

Turnover of Alberta School Age Population (5-19) as a Result of Interprovincial and International Migration, 1980/81 - 1990/91



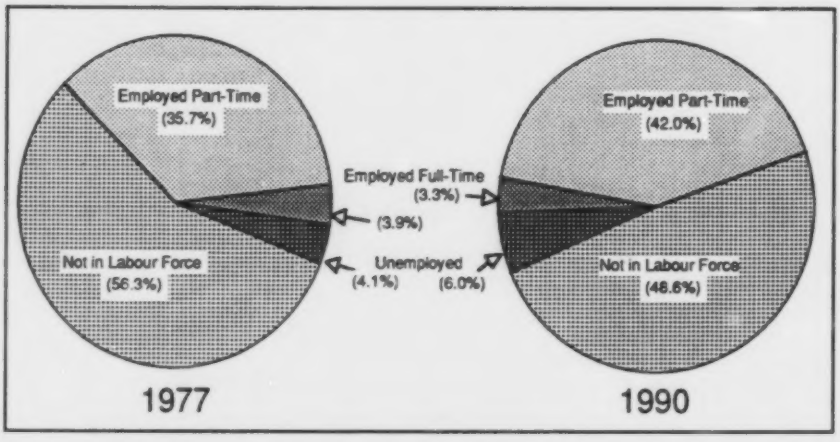
Source: Statistics Canada - Catalogue 91-210 (Annual)

Labour Force Participation

While participation of secondary school age youth in schooling has increased over the past decade (see Appendix 4, page 68), there has also been increased participation in the labour force of those who are in school. Figure 1.9 shows that, from 1977 to 1990, labor force participation of students age 15-19 in Alberta primary/secondary schools has increased from 43.7% to 51.4%. Over this same timeframe, the proportion of students age 15-19 who were employed part-time has increased from 35.7% to 42.0%, the proportion employed full-time has dropped from 3.9% to 3.3%, and the proportion who were unemployed increased from 4.1% to 6.0%

Figure 1.9

Labour Force Characteristics of Alberta Primary/ Secondary School Students Age 15-19, 1977 and 1990



Source: Alberta Career Development and Employment - Labour Market Research and Information Branch

Note: Annual statistics are for the calendar year, but exclude the months of April through August to remove the effects of summer employment.

Out-of-Wedlock Births

Out-of-wedlock births have increased significantly among 10-19 year olds in Alberta over the past decade. From 2,043 in 1980, the total increased to 2,923 in 1991. In relation to the population of females age 15-19 in Alberta, the rate for out-of-wedlock births has increased from 19.2 per 1,000 in 1981 to 32.5 per thousand in 1991.

Suicides

The incidence of suicide among Alberta youth has increased slightly over the past decade. Among 15-19 year olds, the rate has increased from 0.2 per 1,000 population in 1981 to 0.25 per 1,000 population in 1991. The total number of suicides among Albertans age 10-19 has fluctuated between 36 and 49 from 1980 to 1991. The incidence of youth suicides continues to be much higher for males than for females.

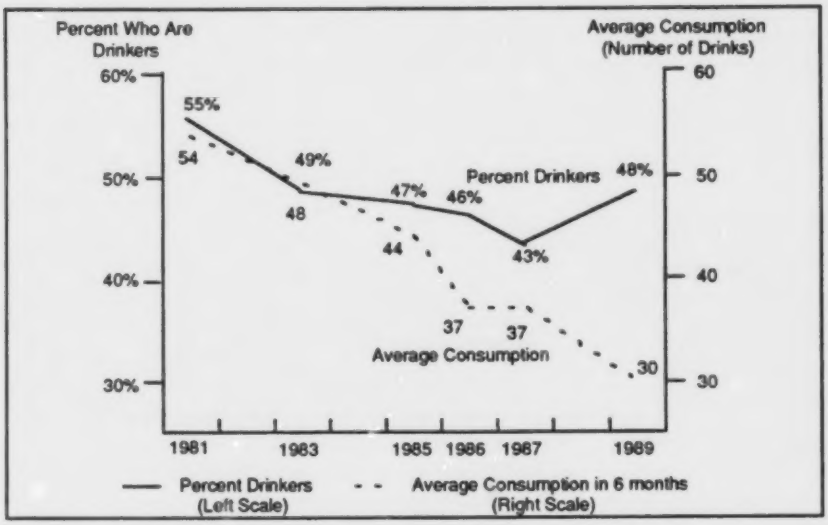
Appendix 15.2 (page 90) provides annual data on out-of-wedlock births and suicides among 10-19 year old Albertans.

Substance Abuse

Regular surveys conducted by the Alberta Alcohol and Drug Abuse Commission (AADAC) indicate that the prevalence of drinking (i.e., consumed one or more alcoholic beverages more than three times in past six months) among Alberta adolescents (age 12 -17 years) was 48% in 1989, up from 43% in 1987. This was the first increase noted since AADAC began conducting these surveys in 1981. It marked a return to the level observed in 1983 (48%) but remained well below the 1981 figure of 55%. The average number of drinks consumed by Alberta adolescents in the six months prior to each survey declined steadily from 54 in 1981 to 30 in 1989. Figure 1-10 illustrates trends in prevalence of drinking and average consumption among Alberta adolescents from 1981 to 1989.

Figure 1.10

Prevalence of Drinking / Average Consumption Among Alberta Adolescents (age 12-17), 1981-1989

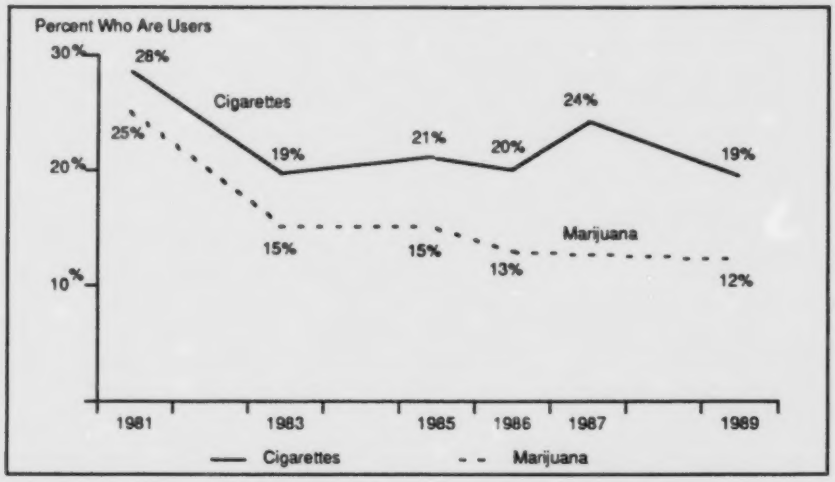


Source: Alberta Alcohol and Drug Abuse Commission (AADAC)
Note: Based on a six month period prior to each survey.

In 1989, a smaller percentage of Alberta adolescents smoked cigarettes (19%) or used marijuana (12%) than in previous years. These levels indicate a continuation of the downward trend in the use of these substances from their 1981 levels of 28% and 25% respectively. Figure 1.11(following page) illustrates these trends. Use of most other nonprescription drugs remained stable over the decade. As in earlier surveys, the 1989 survey found that 5% or less of Alberta adolescents reported taking these substances. The percentages of reported users for various substances were - hallucinogens: 5%, cocaine: 2%, amphetamines: 4%, barbituates: 3%, crack: 2%, heroin: 2% and inhalants: 4%.

Figure 1.11

Prevalence of Cigarette Smoking and Marijuana Use Among Alberta Adolescents (Age 12-17), 1981-1989



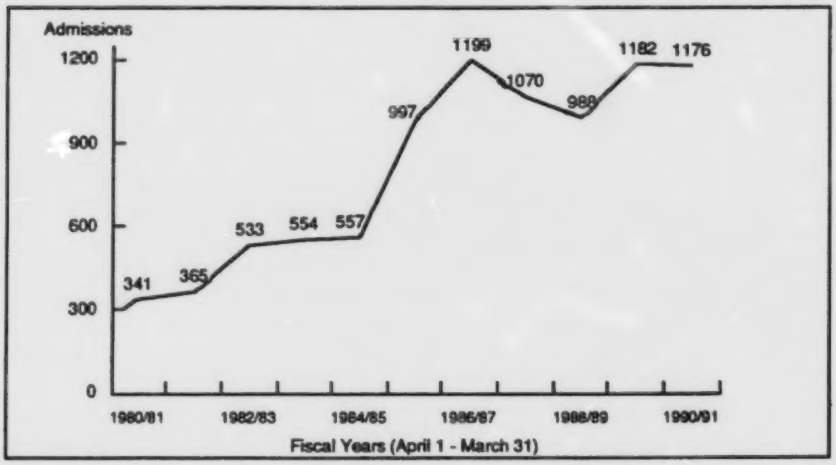
Source: Alberta Alcohol and Drug Abuse Commission (AADAC)
Notes: Based on a six month period prior to each survey.

Trends in Treatment of Adolescent Substance Abuse

While trends for substance abuse among Alberta adolescents generally have been downward during the 1980s, the numbers admitted to AADAC treatment programs for drug or alcohol problems each year have almost quadrupled over the past ten years. Adolescent admissions increased from 341 in 1980/81 to 1,176 in 1990/91. During the latter half of this decade, the trend of overall growth was marked by fluctuations in admission rates, which may have occurred in response to public concern about teen substance abuse, an increased awareness of treatment options, and/or the development of specialized adolescent treatment services in the province. Figure 1.12 illustrates the growth in admission of adolescent clients to AADAC treatment facilities during the 1980s.

Figure 1.12

Adolescent Clients Admitted to AADAC Treatment Facilities, 1980/81 - 1990/91



Source: Alberta Alcohol and Drug Abuse Commission (AADAC)

Juvenile Offenders

The annual number of juvenile offences has varied significantly during the 1980's. From 22,677 in 1980, total juvenile offences declined to 12,082 in 1984 and then increased dramatically, reaching 21,401 in 1990. While the introduction of the Young Offenders Act in 1985 had some impact on juvenile crime statistics, it is impossible to separate the impact of this and other enforcement factors from any real increase in juvenile offences. Appendix 14.3 (page 89) provides detailed data on juvenile crime statistics in Alberta from 1980 to 1990.

Motor Vehicle Accident Deaths

Deaths in motor vehicle accidents among Alberta youth age 10-19 have followed a general downward trend over the past decade. From 152 in 1980, motor vehicle accident deaths dropped sharply to 62 in 1983. The annual total then increased to 97 in 1987 and declined again to 75 in 1991. Rates are significantly higher for males than for females. Appendix 15.2 (page 90) provides annual data on this trend.

Economy and the Workforce

Economic Outlook

The impact of the 1990/91 recession on the Alberta economy has not been as severe as in most other provinces. Factors contributing to the Alberta recesssion include: slow economic growth in other provinces and countries, low prices for energy, agriculture, forestry and mining products, high unemployment, impact of the GST, and government debt loads. Recovery is expected to begin by mid-1992, with economic growth in the 1.5 - 2.5% range for 1992 and 1993. The recovery will be led by lower interest and inflation rates, lower wage expectations, increases in construction (particularly housing) and retail sales. Risk factors affecting the strength of recovery include: continued low prices for energy, forestry and agricultural products, the Canadian unity crisis, with its potential impact on interest rates and investor confidence, and increasing government debt loads.

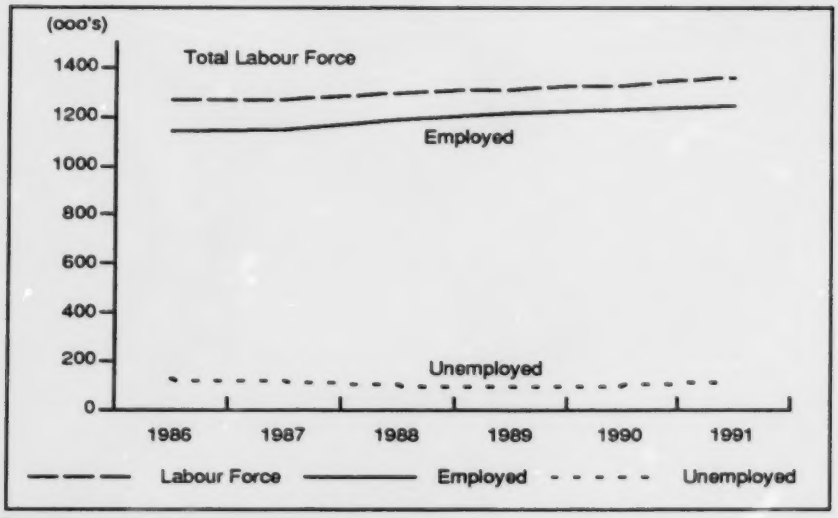
Labour Force

The labour force participation rate (annual average) in Alberta has remained relatively steady from 1986 to 1991, ranging from 72.0% to 72.5%. Alberta has the highest rate in Canada. The average rate for all of Canada in 1991 was 66.3%. Although labour force participation is higher for males than for females (80.6% vs. 64.4% in 1991), the rate for males has declined in recent years, while the rate for females has increased.

Although total employment (annual average) has increased steadily in recent years (from 1,142,000 in 1986 to 1,246,000 in 1991), the total number of unemployed has started to increase (from 93,000 in 1990 to 111,000 in 1991) after declining steadily from 1986 to 1989. This is a result of in-migration in excess of the rate of job creation in Alberta. The unemployment rate declined from 9.8% in 1986 to 7.0% in 1990, and then increased to 8.2% in 1991. As of December 1991, the unemployment rate was 10.2% for males, 7.6% for females, and 12.5% for youth (age 15-24). Figure 1.13 illustrates some major labour force trends in Alberta since 1986.

Figure 1.13

Labour Force Trends, Alberta, 1986-1991



Source: Alberta Bureau of Statistics

Population

Net in-migration from other provinces and countries to Alberta is likely to continue over the next few years, for two reasons: a) Alberta's economy is relatively strong compared to other provinces, and b) the federal government's policy of higher immigration levels. The increase in migration likely will keep unemployment levels high, as job creation cannot keep pace; however, it will have a positive impact on retail sales and the demand for housing.

Gross Domestic Product

The Gross Domestic Product (GDP) is an indicator of overall economic performance. As a result of the recession in the early 1980's, Alberta's GDP declined in 1982 and 1983, but rebounded strongly in 1984 and 1985. After modest growth in 1986 and 1987, economic growth in Alberta was strong in 1988, but tapered off again in 1989 and 1990 as the recession approached. Alberta's per capita GDP increased from $23,696 in 1986 to $29,284 in 1990.

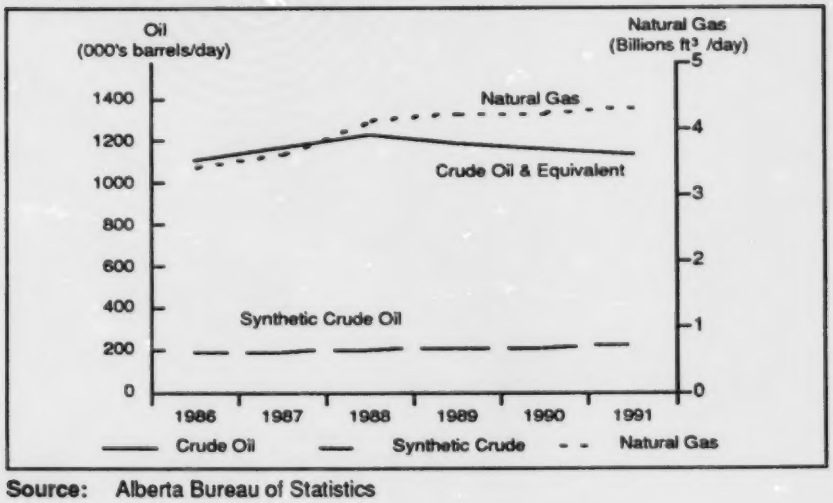
Energy Sector

Since the 1950s, energy production (and particularly oil and gas) has been the driving force in Alberta's economy. In the 1980s, however, the energy industry has been in recession in Alberta, as world oil prices have been kept low by an excess of supply versus demand. Except for a brief surge in the second half of 1990 because of the Middle East Gulf War, oil prices have fluctuated in the $18 - $22 per barrel range. This price is not strong enough to stimulate new exploration in Alberta. As a result, drilling activity, and consequently reserves, have declined. The annual average number of active drilling rigs peaked at 189 in 1988 and dropped to 116 in 1990.

Production of crude oil and equivalent increased from an average of 1.11 billion barrels per day (BPD) in 1986 to 1.23 billion BPD in 1988, and dropped to 1.14 billion BPD in 1991. Production of synthetic crude has increased steadily from 185,000 BPD in 1986 to 226,000 BPD in 1991, and natural gas production has increased from 3.4 billion cubic feet per day in 1986 to 4.3 billion cubic feet per day in 1991. The percentage of provincial government revenues coming from energy royalities has declined from more than 45% in 1984/85 to less than 25% in 1990/91.

Figure 1.14

Oil and Gas Production in Alberta, 1986 - 1991



Source: Alberta Bureau of Statistics

Other Economic Indicators

The following are selected economic indicators for Alberta from 1986 to 1991, most of which support the overall trend of steady economic growth through the late 1980's, followed by recession in 1990/91.

* The total value of construction permits increased from $1.8 billion in 1986 to $3.0 billion in 1990, and dropped to $2.6 billion in 1991. Housing starts increased from 8,462 in 1986 to 17,227 in 1990, and dropped sharply to 12,492 in 1991.

* The total value of exports from Alberta increased steadily from $10.5 billion in 1986 to $16.0 billion in 1991. The total value of imports increased from $3.1 billion in 1986 to $4.6 billion in 1991.

* Total retail sales in the province increased from $14.3 billion in 1986 to $19.9 billion in 1990, and dropped to $18.6 billion in 1991.

* Annual international tourist visits increased from 449,000 in 1986 to 572,000 in 1988, and then dropped to 519,000 in 1991.

* Total annual farm cash receipts increased from $3.8 billion in 1986 to $4.5 billion in 1989, and then dropped to $4.2 billion in 1991.

* Total unemployment insurance payments dropped from $983 million in 1986 to $855 million in 1989, and increased to $1.2 billion in 1991.

* Consumer bankruptcies increased from 2,608 in 1989 to 5,510 in 1991, and business bankruptcies increased from 979 to 1,304 over the same period.

Appendix 16 (page 91) provides annual data for these and other selected economic indicators for Alberta between 1986 and 1991.

Early Childhood Services Enrolments and Projections

Early Childhood Services (ECS) enrolment has increased steadily since this service was introduced in 1973/74. This growth, primarily in the public and separate school systems, is partly due to increased availability of ECS programs, and partly due to increases in the four- and five-year-old population. This age group has increased from 63,700 in 1971 to 83,500 in 1991. It is projected to increase to 91,482 by 1995 and to 94,728 by the year 2000 based on Alberta Bureau of Statistics population projections.

In total, 41,263 children were enrolled in ECS programs in 1990/91. This is approximately 9,000 more than in 1980/81. In 1990/91, 84.4% of ECS children were in public and separate school systems, and 15.6% were in privately operated ECS programs. This compares to 67.0% and 33.0% respectively ten years earlier in 1980/81.

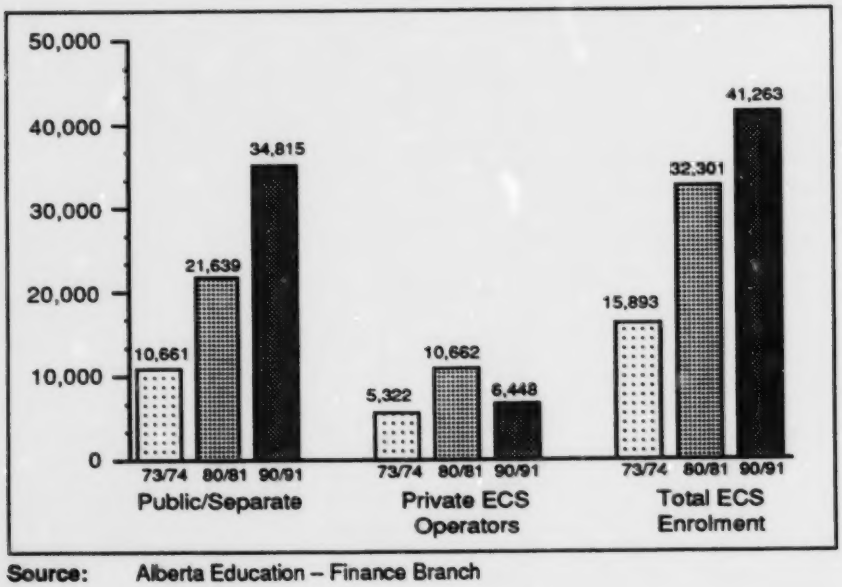
While ECS enrolments in public and separate schools have increased steadily since 1973/74, ECS enrolments in private schools peaked in 1980/81 at 10,662 and declined steadily thereafter, to 6,448 by 1990/91.

In 1990/91, 4,161 of the 41,263 ECS children in Alberta (or 10.1%) were classified as special needs students.

Based on Alberta Bureau of Statistics population projections total ECS enrolments in Alberta (public, separate and private) are projected to increase from the current level (1990/91) of 41,263 to 45,893 by 1995/96 and to 47,443 by the year 2000/01. Appendix 1 (page 67) provides detailed data on Early Childhood Services enrolments and projections.

Figure 2.1

ECS Enrolment in Alberta, 1973/74, 1980/81 and 1990/91



Source: Alberta Education – Finance Branch

Grades 1 to 12 Public and Separate School Enrolments and Projections

In 1990/91, grades 1 to 12 enrolment in public and separate schools was 451,797, an increase of 11,930 (or 2.7%) from 1989/90. More than half of this total (52.6%) was in the elementary grades (1 to 6); 23.4% was in junior high (grades 7 to 9), and 24.0% was in senior high (grades 10 to 12).

From a long-term perspective, enrolment in Alberta public and separate schools has increased dramatically. Between 1950/51 and 1970/71, enrolment more than doubled (from 173,969 to 423,964). After a period of decline during the 1970s (to 415,595 by 1979/80), total enrolment began increasing again through the 1980s to the current level of 451,797 in 1990/91.

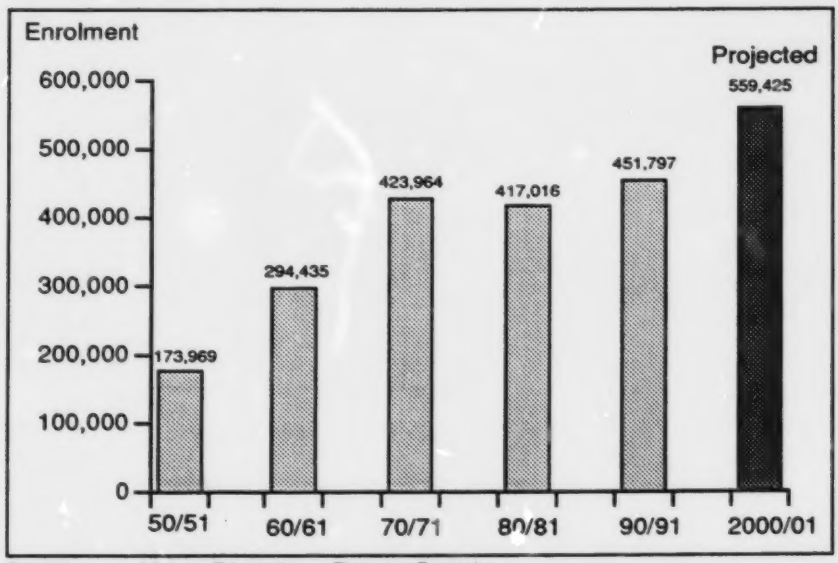
Of the overall 2.7% increase in enrolment from 1989/90 to 1990/91, elementary enrolment experienced the largest increase (3.4%; from 229,943 to 237,721). Junior high enrolment increased by 1.8% (from 103,984 to 105,859), and senior high enrolment increased by 2.2% (from 105,940 to 108,219).

As a proportion of the total grade 1 to 12 enrolment, senior high enrolment has increased from 12.8% in 1950/51 to 24.7% in 1980/81. Since then, it has declined slightly to 24.0% in 1990/91. In absolute numbers, senior high enrolment increased marginally from 102,833 in 1980/81 to 108,219 in 1990/91. This is significant, since the population of 15 to 19 year olds in Alberta decreased by 15.8% (from 214,500 to 180,700) between 1981 and 1991. (See page 51 for a more detailed discussion of participation rates in secondary schooling).

Based on Alberta Bureau of Statistics population projections, grades 1 to 12 enrolments in public and separate schools in Alberta are projected to increase to 512,297 by 1995/96, and to 559,425 by the year 2000/01. See Appendix 2 (page 67) for detailed data on grades 1 to 12 enrolments.

Figure 2.2

Grades 1 to 12 Public and Separate School Enrolments with Projections, Selected Years, 1950/51 - 2000/01



Source: Alberta Education – Finance Branch

Grades 1 to 12 Private School Enrolments

Private schools provide alternatives to the programs offered by public and separate school systems. They offer a variety of alternative programs and services, including instruction in religion, languages, and special education. They are managed privately by individuals, associations, corporations or religious groups. Accredited private schools provide instruction through provincially approved courses of study, and employ teachers whose qualifications are approved by the Minister of Education.

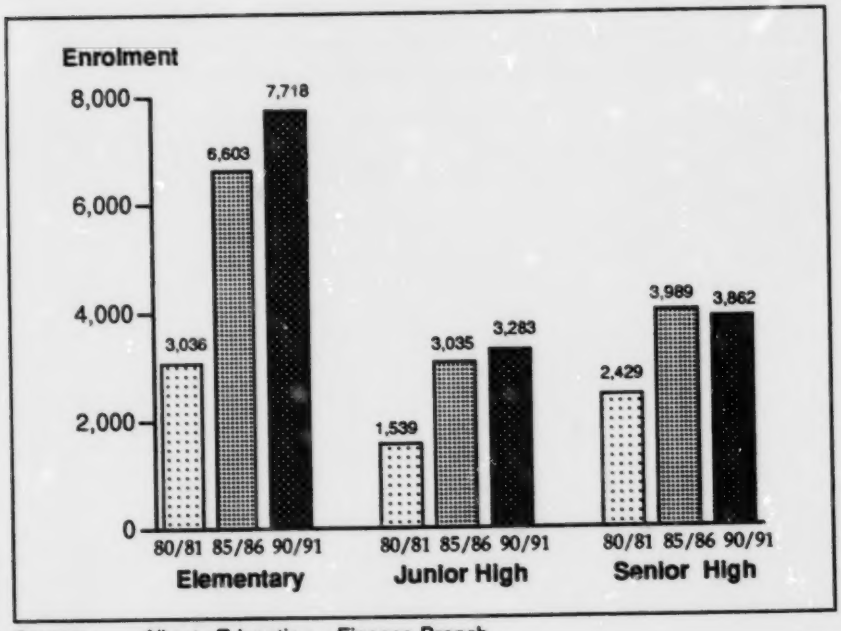
From a total of 7,004 students in 1980/81, enrolment in private schools increased steadily, reaching 13,627 in 1985/86. After declining slightly over the next three years, private school enrolments increased again, reaching a total of 14,863 in 1990/91. As a proportion of total enrolment in public, separate and private schools, enrolment in private schools increased from 1.7% in 1980/81 to 3.1% in 1985/86, and has remained at approximately that level through to 1990/91.

Growth in private school enrolments over the past decade has varied by level of schooling. Elementary enrolment has increased from 3,036 in 1980/81 to 6,603 in 1985/86, and 7,718 in 1990/91. Junior high enrolment increased from 1,539 in 1980/81 to 3,035 in 1985/86, and only marginally to 3,283 in 1990/91. Senior high enrolment increased from 2,429 in 1980/81 to 3,989 in 1985/86, and then declined to 3,862 in 1990/91.

The number of accredited private schools in Alberta nearly doubled between 1980/81 and 1990/91 (from 77 to 141). This does not include registered private schools or ECS private operators. See Appendix 6 (page 73) for detailed data on private school enrolments in Alberta.

Figure 2.3

Grades 1 to 12 Private School Enrolments (by level) 1980/81 - 1990/91



Source: Alberta Education – Finance Branch

Alberta Distance Learning Centre

The provision of distance learning programs forms one of the key components in Alberta Education's focus on equity in education. In the past, course materials developed by the Alberta Correspondence School were prinicpally intended to meet the needs of traditional correspondence students. More recently, however, its newly designed distance learning courses have proven to be of benefit to a wider range of students including those in attendance at regular schools, especially those in small high schools throughout the province.

As a reflection of the shift from correspondence education to distance learning, the name of the Alberta Correspondence School was changed, effective April 1, 1991, to the Alberta Distance Learning Centre (ADLC). Aside from the provision of newly designed print materials, the ADLC has taken a leadership role in the use and development of computer managed and computer assisted instruction, audio and video cassette production, teleconferencing and facsimile transmission. Distance learning courses enable students to learn at an individual pace. This open learning approach provides an alternative to traditional classroom programs and helps to ensure that all students, regardless of where they live, have access to quality educational opportunities.

Table 2.1 provides information on ADLC student and course registrations. The principal reason for the major decrease in enrolments in the 1990/91 school year relates to a major fee increase which was put into place on June 1, 1990. At the same time, some students who might otherwise have enrolled directly with the ADLC are now being served at the local level by school boards, distance education consortia and vocational centres. Aside from students enrolled directly with ADLC, the centre supports distance education programs at the local level. In 1990/91, 9,799 course enrolments were funded by the Distance Learning Program Grant. The programs involved were coordinated on a province-wide basis by the ADLC's Distance Learning Implementation Unit. Some 90 schools across Alberta offered Computer Managed Learning (CML) programs to their students.

Table 2.1

ADLC Student/Course Registrations, Selected Years, 1965/66 - 1990/91

School Year	Student Registration				Course Registrations
	Elementary	Junior High	Senior High	Total	
1965/66	647	1,272	13,015	14,934	–
1970/71	204	665	17,388	18,257	–
1975/76	160	1,006	17,980	19,146	–
1980/81	170	1,059	22,285	23,514	–
1985/86	261	1,420	25,375	27,056	60,332
1986/87	335	1,568	29,429	31,332	50,186
1987/88	417	1,657	28,625	30,669	43,855
1988/89	433	1,714	28,233	30,380	45,387
1989/90	558	1,853	28,759	31,170	48,188
1990/91	540	1,306	16,378	18,224	27,613

Source: Alberta Education – Alberta Distance Learning Centre
Note: Up to 1985/86, figures included pre-registered and new student registrations. Figures since 1985/86 include new student registrations only.

Distance Education

During the 1990/91 school year, school systems took advantage of nearly $4 million through the Distance Learning Program Grant. Criteria for grant eligibility included: (1) an adjusted equalized assessment of less than $100,000 per resident student, (2) fewer than 150 students in the high school, and (3) offering at least one course by distance education. Using a variety of technological innovations to facilitate learning, distance learning brings instructional service or expertise from a location where it is resident, to the student. Consequently, distance learning programs give students the benefit of increased course selection and provide more equitable access. All schools accessing the Distance Learning Program Grant are monitored by staff of the Alberta Distance Learning Centre and the Regional Offices in order to describe and report on the programs in place.

In 1990/91, there were 67 school systems accessing the grant, and 115 of their schools offered distance education courses of one form or another. Some of the participating school systems have chosen to form consortia to share administrative and instructional staff. Five large consortia exist: Distance Learning Options South (25 schools), Distance Learning North (19 systems), Big Sky Distance Education Consortium (22 schools), West Central Distance Education Consortium (13 schools), and Central East Distance Education Consortium (17 systems). Several systems networked their schools to offer a distance education program within the system. Finally, 82 high schools individually offered distance education using a program called Learning Management System (LMS) on the MicroVAX computer for on-site computer managed learning (CML).

Ninety-one specific courses at the senior high school level were offered by distance education, for 9,799 student registrations and a total of 43,940 credits.

The Distance Learning Implementation Unit provided inservice to staff of all distance education school systems and their schools.

Enrolment in French Language Programs

Enrolment in French Language Programs (French Minority, French Immerson, and French as a Second Language) in 1990/91 was 196,650. This was 91.6% of the total enrolment in language programs in Alberta (214,641) for 1990/91.

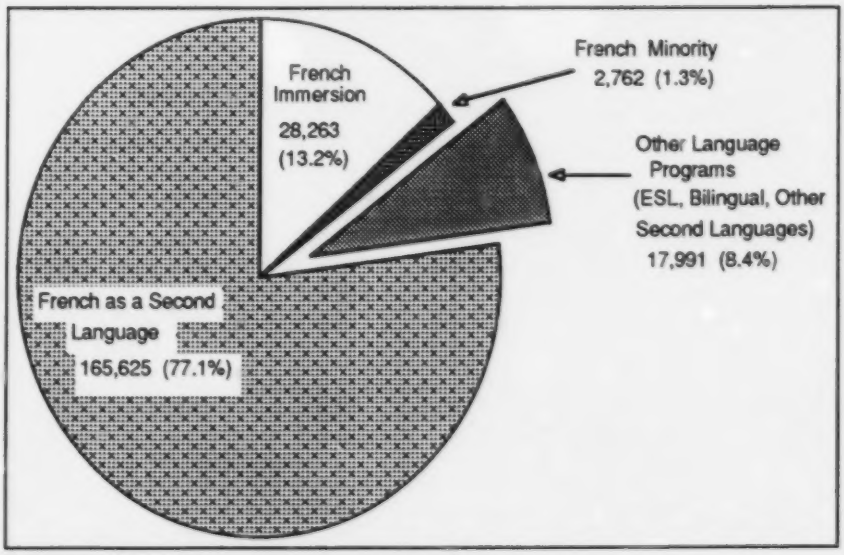
French Minority Language programs provide Francophones in Alberta with instruction in their mother tongue. In this program, French is the language of instruction for a large part of the school day. The program is designed for children of "eligible families". Under Section 23 of the Charter of Rights and Freedoms, an eligible family is one in which either the father or mother is a Canadian citizen: a) whose first language learned and still understood is French; or b) who has received his/her primary school instruction in Canada in French as a first language; or c) if any child in the family has received or is receiving his/her primary school instruction in Canada in French as a first language. Enrolment in this program has increased from 1,056 in 1983/84 to 2,762 in 1990/91, an increase of 161.6%.

French Immersion programs in Alberta provide the majority of instruction in the French language. The purpose of immersion is to enable English-speaking students to learn and become proficient in French. Enrolment in French Immersion has increased from 16,767 in 1983/84 to 28,263 in 1990/91, an increase of 68.6%.

French as a Second Language (FSL) programs in Alberta enable students to study French as a "subject" similar to other academic subjects in the curriculum. This is the most widely accessed French program in Alberta, with a total enrolment in 1990/91 of 165,625, an increase of 54.1% since 1983/84. Appendix 7 (page 73) provides detailed data on French Language Program enrolments in Alberta.

Figure 2.4

French Language Program Enrolments as a Proportion of all Language Program Enrolments, 1990/91



Source: Alberta Education – Language Services

Enrolment in Other Language Programs

Enrolment in language programs other than French (English as a Second Language, Bilingual, and Other Second Language Programs) was 17,991 in 1990/91. This was 8.4% of the total language program enrolments in Alberta (214,641) for that year.

English as a Second Language (ESL) programs are intended primarily to provide instruction in the English language to recent immigrants who are non-English speaking. Enrolment in ESL programs has increased from 3,657 in 1984/85 to 8,067 in 1990/91, an increase of 120.6%. As immigration to Alberta from non-English speaking countries is expected to increase in the years ahead, the demand for ESL programs will continue to increase.

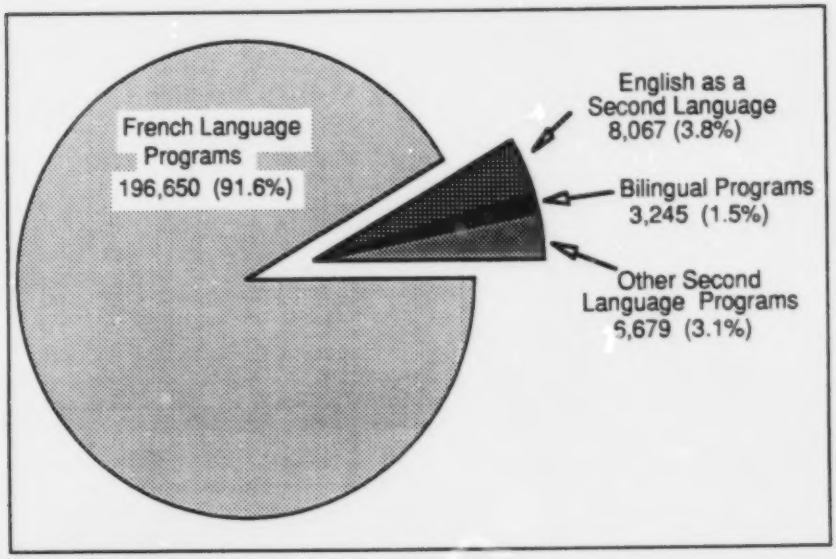
Bilingual programs (partial immersion) provide instruction in particular languages for at least one subject in addition to the language arts program in the specified language. Enrolment in bilingual programs has increased from 1,999 in 1983/84 to 3,245 in 1990/91, an increase of 62.3%. Enrolments in specific language programs were: Ukrainian: 1,248; Hebrew: 591; German: 459; Arabic: 357; Chinese: 324; and Polish: 266.

Other second language programs are offered in a number of schools in Alberta including German, Hungarian, Latin, Ukrainian, Russian, Spanish, Italian, Polish, Cree, Hebrew and Japanese. Enrolment in other second language programs increased from 3,700 in 1983/84 to 6,965 in 1989/90, and dropped to 6,679 in 1990/91. Enrolments in specific other second language programs in 1990/91 were German: 3,420; Cree: 1,113; Spanish: 667; Japanese: 454; Ukrainian: 403; Italian: 375; Latin: 199; and Others: 48.

Appendix 7 (page 73) provides detailed data on enrolment in language programs other than French.

Figure 2.5

Enrolment in Language Programs other than French as a Proportion of Total Language Program Enrolments, 1990/91



Source: Alberta Education – Language Services

Home Education

Although the provincial government, through the Minister of Education, is ultimately responsible to Albertans for the quality of schooling, Section 23 of the School Act recognizes and reaffirms parents' rights to provide a home education program for their child. The Home Education policy is as follows: "In order to provide choice in the type of school, Alberta Education recognizes that, under the supervision of a board, parents have the right to choose home education for their children. The responsibility for protecting the educational rights of all students is retained by Alberta Education, which sets standards and monitors and evaluates schools."

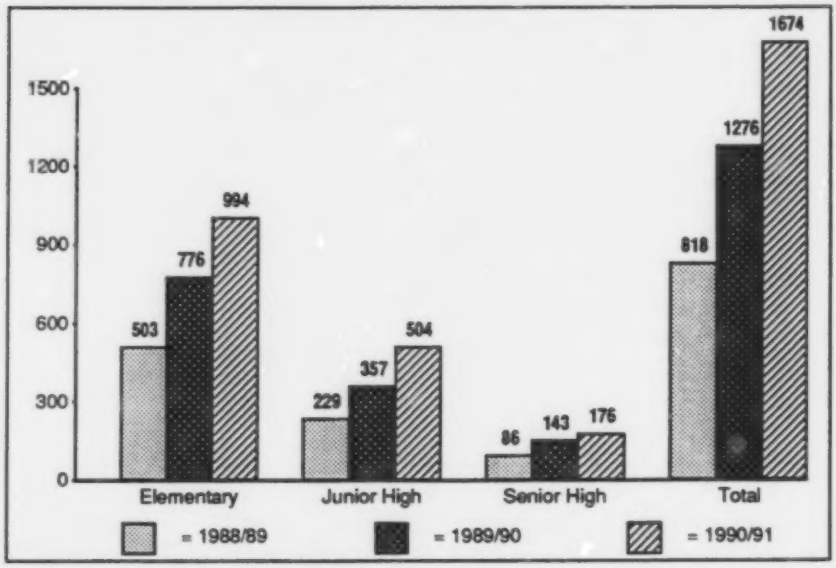
A home education program offered by the parent must be prescribed or approved by the Minister, and be consistent with provincial policy, regulations and procedures regarding home education. The School Act (1988) made registration of home education students compulsory. Prior to 1988, only a portion of home education students were registered. Consequently, accurate counts of home education students prior to 1988 are not available.

Increasing numbers of Alberta parents have been choosing the home education alternative in recent years. In the past two years alone, home education enrolment has more than doubled. From a total of 818 students in 1988/89, home education enrolment has grown to 1,674 in 1990/91.

Of the 1,674 students in home education programs in 1990/91, 994 (or 59.4%) were in elementary programs, 504 (or 30.1%) were in junior high programs and 176 (or 10.5%) were in senior high programs. Figure 2.6 shows the total enrolment of home education students by level (elementary, junior high, senior high) over the last three years.

Figure 2.6

Home Education Enrolment in Alberta Public and Separate School Jurisdictions, 1988/89 - 1990/91



Source: Alberta Education - Information Services

Teachers

In 1990/91, Alberta's public and separate school systems employed 29,172 teachers, or 753 more than the previous year. This total includes all certificated staff, including non-teaching administrative staff, such as principals, vice-principals and department heads. Females accounted for most of the increased number of teachers (640 of 753, or 85%). See Appendix 8.2 (page 75) for detailed information on the number of teachers in Alberta by position and gender.

At the administrative level, the number of males decreased by 2.5% from 1989/90 to 1990/91 (from 2,821 to 2,751), while the number of females in administration increased by 4.6% (from 1,071 to 1,120). Females remain underrepresented in administrative positions (28.9% of all administrators are female) compared to their proportion of the total number of teachers (62.5%) in 1990/91. The continued increase in average years of teaching experience (from 11.2 in 1981/82 to 13.5 in 1990/91) is an indication that the teaching force in Alberta is aging. See Appendix 8.2 (page 75) for detailed information on males and females in administrative positions and Appendix 8-3 (page 76) for annual data on numbers of teachers in various age groups.

Table 2.2

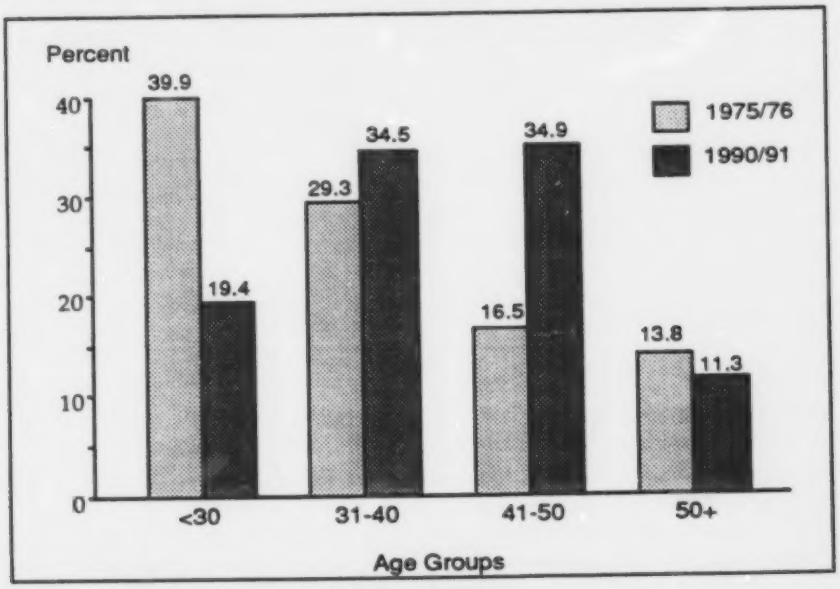
Proportion of Teachers in Various Age Groups, 1975/76 and 1990/91

School Year	Age: <30	31-40	41-49	50+	Unspecified	Total
1975/76	9,237	6,767	3,812	3,201	114	23,131
Percent	39.9%	29.3%	16.5%	13.8%	0.5%	100.0%
1990/91	5,645	10,055	10,168	3,301	3	29,172
Percent	19.4%	34.5%	34.9%	11.3%	0.0%	100.0%

Source: Alberta Education - Information Services

Figure 2.7

Proportion of Teachers in Various Age Groups, 1975/76 and 1990/91



Source: Alberta Education - Information Services

Teachers *(continued)*

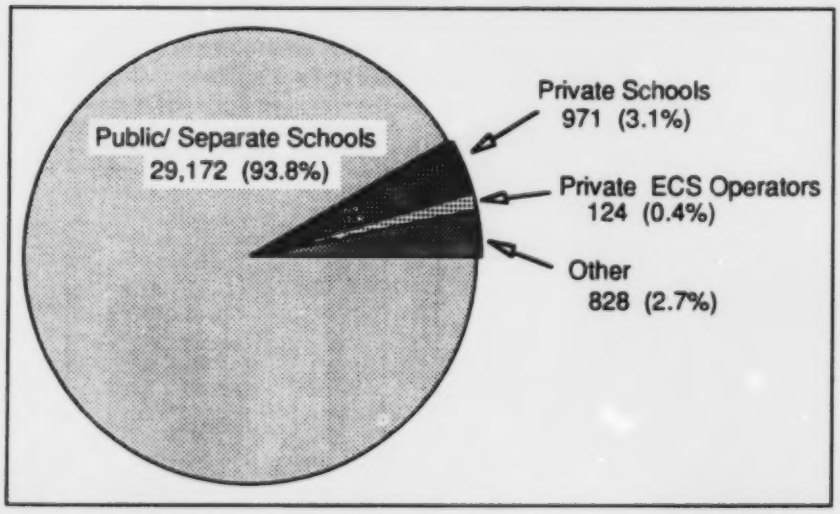
In 1990/91, 97.5% of all Alberta public and separate school teachers held at least a Bachelor's degree (an increase from 92.9% in 1981/82) and 11.9% held higher degrees (Masters and Doctorates). Although males constituted only 37.5% of the teaching force in 1990/91, they accounted for 59.2% of teachers with higher degrees. See Appendix 8.4 (page 76) for detailed information on the educational level of teachers.

The average annual salary of Alberta public and separate school teachers in 1990/91 was **$44,414**, an increase of 5.2% from the 1989/90 average of $42,212. After adjusting for inflation (using the Consumer Price Index; 1986 = 100), the "real increase" in average annual teacher salaries from 1986/87 to 1990/91 was 1.4% (from $37,228 to $37,735). See Appendix 8.5 (page 77) for detailed teacher salary information.

Of the total Alberta teaching staff of 31,095 in 1990/91, 29,172 (or 93.8%) were employed by public/separate school jurisdictions; 971 (or 3.1%) were employed by private schools; 124 (or 0.4%) were employed by by ECS private operators and 828 (or 2.7%) were employed by "Other" institutions (Alberta Vocational Centres, the School for the Deaf, Indian Affairs schools, and schools in provincial and federal jails). See Appendix 8-6 (page 78) for detailed information regarding educational staff by jurisdiction type.

Figure 2.8

Educational Staff by Jurisdiction Type, 1990/91



Source: Alberta Education - Information Services

Teacher Supply and Demand

Alberta Education and the Conference of Alberta School Superintendents (CASS) surveyed superintendents on teacher recruitment experiences for the 1989/90 school year. The survey was part of the teacher supply and demand project undertaken by the Alberta Teachers Association's Cooperative Committee on Research in Teacher Education (CCRTE). The results of the 1989/90 survey indicated that many school jurisdictions, especially those in rural areas of Alberta, were having difficulty filling teaching positions. Some specialty subject areas were particularly affected.

Alberta Education conducted a follow-up survey in the fall of 1990 in cooperation with CASS and CCRTE to determine if the difficulties had been alleviated, were continuing, or were worsening; if teacher shortages had been developing; and if school systems were able to make adjustments to cope with any shortfalls. The following are key findings of this study.

* Over half (53%) of the superintendents felt that teacher shortages were developing in their jurisdictions. Of these, 58% expected teacher shortages in specific subject areas. Nearly one-third (32%) of superintendents did not anticipate teacher shortages. The majority of these cited proximity to large cities as the primary reason. Just over 9% of superintendents were uncertain as to whether teacher shortages were developing in their jurisdictions, and 6% did not comment on this question.

* By November 1990, Alberta superintendents reported hiring over 3,100 new teachers (FTE) for 1990/91, down somewhat from over 3,300 in 1989/90. New teachers comprised about 11% of the teaching force in 1990/91. Even though fewer new teachers were hired, over 63% of superintendents indicated they had increased their recruitment efforts. The most frequently cited adjustments included: started recruitment earlier in the year, increased efforts to recruit out-of-province teachers, and increased efforts to recruit Alberta Faculties of Education graduates.

* Applications for teaching positions were scarce in the following areas: French and French immersion, music/band, sciences and math/science combinations, counselling, industrial arts, home economics and vocational education. Applications for teaching positions were abundant in the following areas: elementary generalists, physical education, social studies and language arts. Nearly twice as many superintendents mentioned areas in which applications were scarce as mentioned areas where applications were abundant.

* Nearly 15% of superintendents reported they had vacancies that could not be filled. Nearly 40% reported making adjustments in staffing to handle difficult-to-fill positions. The most frequently mentioned adjustments included: hiring applicants less qualified or less suitable than usual, delaying program implementation, arranging substitute coverage while continuing to search, reassigning teachers, increasing the teaching load of administrators, and cancelling courses.

Student/Teacher Ratio

Traditionally, the student/teacher ratio has been calculated as the ratio of full-time equivalent students (enrolment in Grades 1 to 12 plus half the Early Childhood Services enrolment) to full-time equivalent certificated staff in schools. Since "FTE certificated staff" includes administrators, counsellors and other non-instructional staff, historically reported student/teacher ratios did not accurately reflect the average number of students per actual classroom teacher. Using this definition, the student teacher ratio has been reported as declining from 18.2 in 1981/82 to 16.9 in 1990/91.

A more accurate reflection of the average class size in Alberta is the ratio of FTE students to FTE teachers, **based only on the actual teaching time of classoom teachers**. Thus, teacher time allocated to administration, counselling or other non-teaching duties is not included in the calculation. On this basis, the student/teacher ratio has ranged from 23.1 in 1981/82 to 20.5 in 1990/91.

Generally, average student/teacher ratios increase with jurisdiction size (large jurisdictions have more students per classroom teacher than small ones). Among jurisdiction types, Catholic Separate School Districts have the highest average student/teacher ratios (21.7), followed by Public School Districts (20.6), Counties (19.9) and School Divisions (19.6). See Apppendix 9 (page 79) for detailed data on student/teacher ratios.

Table 2.3

Student/Teacher Ratios by School Jurisdiction Type, 1990/91

Jurisdiction Type	FTE Students	(Actual Teaching Time) FTE Teachers	Student/ Teacher Ratio
Counties	81,002.5	4,072.9	19.9
Public School Districts	220,105.5	10,684.3	20.6
School Divisions	70,544.5	3,593.5	19.7
Roman Catholic Separate School Districts	87,362.0	4,032.4	21.8
Others	10,190.0	529.5	19.2
Total Alberta	469,204.5	22,912.5	20.5

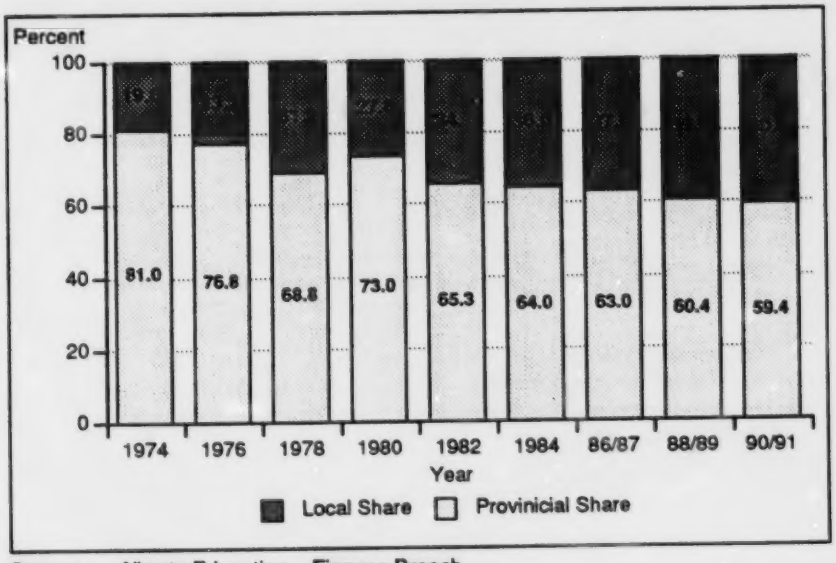
Source: Alberta Education - Information Services
Note: ECS students are counted as 0.5 FTE.

Funding of Elementary and Secondary Education

The funding of education in Alberta is a cooperative and joint undertaking of locally elected school boards and the provincial government. Since 1974, the provincial share of total educational funding has been decreasing and the local share has been increasing. Between 1974 and the 1990/91 school year, the provincial government share of total funding has fallen from 81.0% to 59.4%, while the municipal and local share has increased from 19.0% to 40.6%.

Figure 2.9

Provincial/Local Shares of Education Funding, 1974 - 1990/91



Source: Alberta Education – Finance Branch

Provincial Funding of Elementary/Secondary Education

For the fiscal year 1990/91, total assistance to school boards increased by 6.3% over the 1989/90 grant rates, (from $1.49 billion in 1989/90 to $1.59 billion for 1990/91). Basic (per pupil) operating grants increased by 3.5% for 1990/91, and ranged from $1,182 for private ECS students to $2,351 for senior high students in public/separate schools. Table 2.4 provides funding levels by program area in recent years.

Table 2.4

Provincial Funding of Elementary and Secondary Education, 1978/79, 1988/89, 1989/90 and 1990/91

Area	Provincial Grants (Millions of Dollars) 1978/79	1988/89	1989/90	1990/91
School Transportation Grants	50.4	75.6	81.6	86.7
School Buildings Support	48.8	164.0	169.2	179.5
Equity Grants	21.1	65.2	83.0	78.1
Student Program Grants	16.4	29.1	32.2	35.0
Special Education Grants	20.0	84.9	94.2	101.5
General Education Grants	23.8	72.1	80.3	87.0
Early Childhood Services	19.0	65.9	70.9	75.7
Private School Assistance	2.8	14.1	18.0	19.8
Basic Instruction Grants	465.9	811.4	863.7	924.0
Total Grants	**668.2**	**1,382.3**	**1,494.7**	**1,587.3**

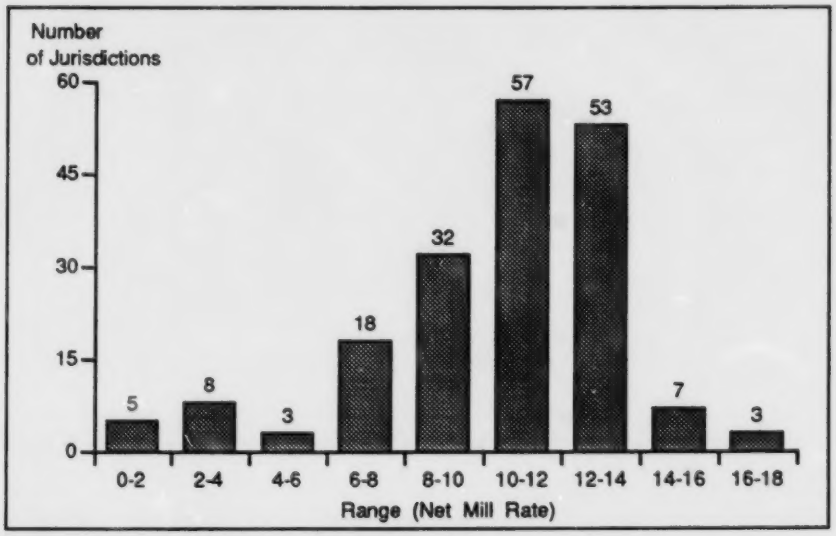
Source: Alberta Education – Finance Branch

Local Contribution to Funding Elementary/ Secondary Education

Each year, school jurisdictions determine the funds required to support their share of the costs of local school programs. They raise the tax revenue, or requisition, from the contributing municipalities. The rate of taxation is determined by the property value of the municipalities that make up the school jurisdiction, and by the revenue required. The tax rate is expressed as a "mill rate". A mill is 1/1,000th of a dollar. The level of the mill rate in a school jurisdiction is a comparative measure of the burden on the local taxpayer. The provincial average of net mill rates was 33.17 for 1988 and 34.27 for 1989 and 10.98 for 1990. Because of the change in method for calculating equalized assessments for 1990, mill rates are lower by a factor of 3.25. Under the old method, the 1990 mill rate would have been 35.69

Figure 2.10

Alberta Net Mill Rates, (Number of Jurisdictions at Various Levels), 1990

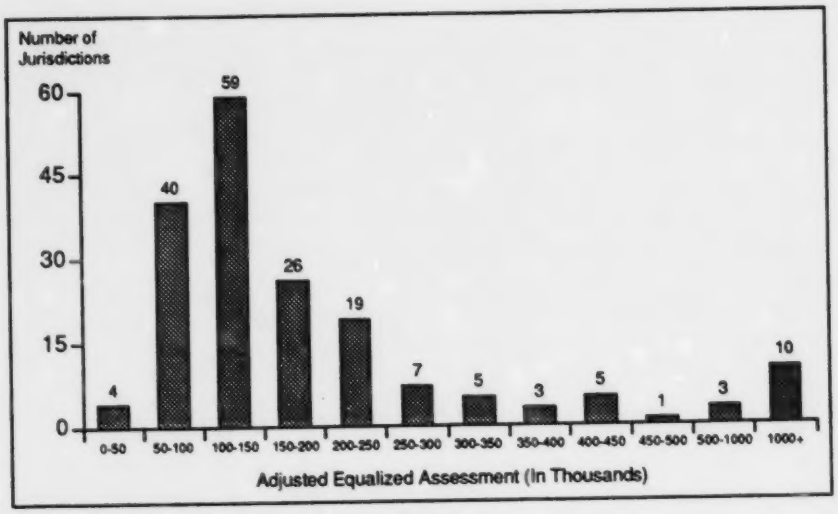


Source: Alberta Education – Finance Branch

Mill rates vary widely across the province, partly due to variations in the programs that local school boards offer, and the cost of those programs. Mill rates also vary because of wide differences in the value of property in municipalities. Some municipalities have benefited from commercial, industrial and resource extraction activities within their boundaries. Others have not been so fortunate. **A comparison between school jurisdictions of the equalized assessments of property in 1990, adjusted for the electric power and pipeline levy, shows a range from below $30,000 per resident student to more than $21,000,000.** The provincial average of the adjusted equalized assessment per resident student was $49,204 in 1988, $50,927 in 1989 and $169,332 in 1990. Starting in 1990 equalized assessments were changed to reflect 65% of fair market value rather than 20%; an increase by a factor of 3.25. Under the old method, the 1990 average assessment would have been $52,102. Areas with high commercial and industrial property values tend to have low rates of taxation, whereas school boards with low commercial and industrial property assessments must have high rates of taxation to requisition sufficient funds for their share of educational programming costs.

Figure 2.11

Adjusted Equalized Assessment per Pupil, (Number of Jurisdictions at Various Levels), 1990

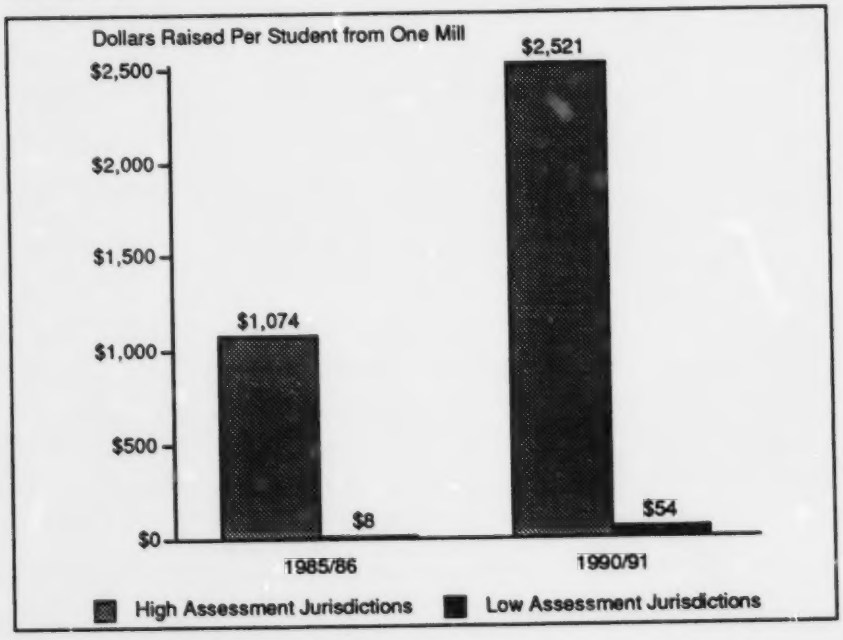


Source: Alberta Education – Finance Branch

Inequities in the capacity of school jurisdictions to generate revenue from local property wealth are increasing. The gap in assessed property wealth between rich and poor school jurisdictions (in terms of dollars raised from one mill of tax effort) has more than doubled in recent years (from $1,066 in 1985/86 to $2,467 in 1990/91).

Figure 2.12

Dollars Raised From One Mill (High Assessment/ Low Assessment Jurisdictions), 1985/86 and 1990/91



Source: Alberta Education - Policy and Planning Branch

Table 2.5 provides another perspective on the wide variation in the capacity of jursidictions to generate revenue from their local tax base, and in the effort needed to generate the revenue. Summary information is provided on four categories of school jurisdictions, those with: a) above provincial average assessment/above provincial average net mill rate, b) above provincial average assessment/below provincial average net mill rate, c) below provincial average assessment/above provincial average net mill rate and d) below provincial average assessment/below provincial average net mill rate. Appendix 12 (page 82) provides data on the jurisdictions within each category.

Table 2.5

Fiscal Capacity of Alberta School Jurisdictions

	Operating Districts	Non-Operating Districts
Above Provincial Average Assessment/Above Provincial Average Net Mill Rate		
Number of Districts	12	4
Total Students (% of Prov. Total)	94,946 (21.46%)	29 (0.01%)
Assessment/Student[1] (Range)	$182,962-$272,277	$336,535-$13,121,173
One Mill Produces per Student	$202	$1,799
Mill Rates: Range (Median)	11.25-13.18 (12.96)	12.60-13.54 (13.52)
Above Provincial Average Assessment/Below Provincial Average Net Mill Rate		
Number of Districts	32	15
Total Students (% of Prov. Total)	123,486 (27.92%)	302 (0.07%)
Assessment/Student[1] (Range)	$177,214-$2,520,955	$225,741-$4,341,623
One Mill Produces per Student	$301	$390
Mill Rates: Range (Median)	1.71-10.97 (8.04)	0.00-10.51 (6.17)
Below Provincial Average Assessment/Above Provincial Average Net Mill Rate		
Number of Districts	66	15
Total Students (% of Prov. Total)	157,758 (35.66%)	368 (0.08%)
Assessment/Student[1] (Range)	$63,799-$166,196	$24,616-$166,196
One Mill Produces per Student	$124	$74
Mill Rates: Range (Median)	11.01-18.51 (12.08)	11.02-17.28 (13.54)
Below Provincial Average Assessment/Below Provincial Average Net Mill Rate		
Number of Districts	30	12
Total Students (% of Prov. Total)	64,549 (14.59%)	107 (0.02%)
Assessment/Student[1] (Range)	$53,535-$172,824	$57,897-$159,238
One Mill Produces per Student	$122	$81
Mill Rates: Range (Median)	6.15-10.86 (8.22)	2.76-10.33 (8.66)

Source: Alberta Education - Policy and Planning Branch

Notes:
1. Adjusted Equalized Assessment per Resident Student.
2. Provincial Average Assessment = $173,867.
3. Provincial Average Net Mill Rate = 10.98%.

To compensate for variations in the ability of school jurisdictions to raise funds, and the higher costs of providing some programs, the provincial government provides equity grants to school boards with low assessment base, a sparse population, and that are located in remote areas. Additional equity funding is provided to school boards that serve a high proportion of severely disabled children, or that need assistance in carrying the costs of school construction.

Appendix 10 and Appendix 11 (pages 80 and 81) provide detailed data on funding levels for basic education in Alberta in recent years.

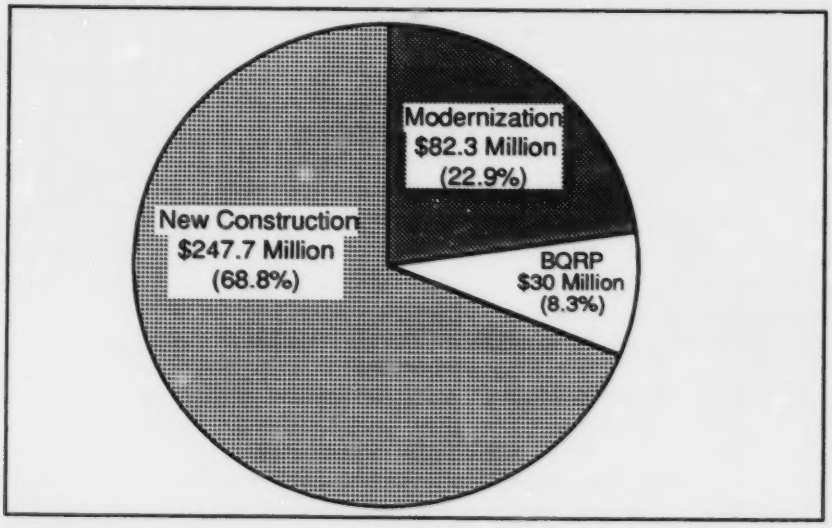
School Buildings Services

The School Capital funding programs are designed to enable school boards to provide new school space, to improve the physical quality and the functional adequacy of a school building and to prolong the life of existing school buildings. The three programs are: 1) the New School Construction Program, 2) the School Modernization Program, and 3) the Building Quality Restoration Program (BQRP). A key feature of the new School Capital Policy (1990) is the provision for one, two or three year capital applications from school boards.

The current Five-Year Capital Plan (1991-1995) provides $700 million in provincial funding over the five year period for building new schools, additions and portables; modernizing old schools; and upgrading building components of existing schools. On an annual basis, $140 million is available for school capital projects. Approximately $110 million allocated for new construction and modernization projects and $30 million for BQRP projects. The distribution of funds among the three programs may change to address high priority capital needs in the province.

Figure 2.13

Funding Approved by the School Buildings Board (October 1990) for 1991-1993



Source: Alberta Education – School Buildings Services

Submission and approval of funding for new construction and modernization projects are for three consecutive years. A school board may shift priorities, substitute projects and change timelines within the funds allocated for a three-year capital plan. However, all changes require prior approval of the School Buildings Board and are subject to the limits of the annual allocations of the capital plan.

Alberta Education received $641 million in Capital Requests for 1991-1993. A totatal of $360 million was allocated for urgent school projects which provided new facilities for students and communities, accommodated curriculum changes, and modernized and upgraded existing facilities. The approvals included 41 new schools and funding was distributed as indicated in Figure 2.13.

School Board Expenditures

For the 1990/91 school year, total school board operating expenditures were $2.5 billion, an increase of 4.7% from the 1989/90 total of $2.38 billion. This is more than double the total expenditures for 1980 ($1.07 billion). Estimated total expenditures for the 1991/92 school year are $2.7 billion, an increase of 8.4% over 1990/91 expenditure levels.

Instructional costs (primarily salaries for ECS, elementary, junior high, senior high and special education teachers) accounted for two thirds (66.8%) of total expenditures in 1990/91. The next largest expenditure area was Contributions to Capital, Debt Services and Transfers (11.4% of total expenditures), followed by Operation and Maintenance (11.0%), Administration (5.7%), and Student Transportation (5.1%). See Table 2.6 for detailed data on school jurisdiction operating expenditures in recent years.

Table 2.6

School Jurisdiction Operating Expenditures by Function, 1980, 1989/90 and 1990/91

Function	1980		1989/90		1990/91[1]	
	$ M[2]	%	$ M[2]	%	$ M[2]	%
Instruction	712.0	66.6	1,579.3	66.2	1,667.8	66.8
Administration	56.2	5.3	127.3	5.3	141.8	5.7
Operation and Maintenance	138.3	12.9	259.6	10.9	274.0	11.0
Student Transportation	59.2	5.5	121.2	5.1	127.4	5.1
Contributions to Capital, Debt Services & Transfers	103.8	9.7	296.8	12.5	285.0	11.4
Total Operating Expenditures	1,069.5	100.0	2,384.2	100.0	2,496.9	100.0

Source: Alberta Education – Finance Branch
Notes: 1.Figures for 1990/91 are budget amounts, not final audited expenditures.
2."$M" indicates millions of dollars.

For 1990/91, school board operating expenditures per full-time equivalent (FTE) student in Alberta were $5,336, an increase of 1.9% over 1989/90. Expenditures per FTE student, in "current" dollars, have more than doubled since 1980 (from $2,512 to $5,336). However, when 1980 expenditures are expressed in terms of their value in 1990 dollars (to account for inflation), the increase was approximately 20% (from $4,458 to $5,336) between 1980 and 1990/91.

Grade 12 Diploma Examinations

The purposes of the diploma examinations are to maintain standards of performance, to certify the level of academic achievement of individual students and, in the interest of maintaining student equity, to provide province-wide measures of students' achievement. The program is designed to support student evaluation conducted by teachers in the classroom, and the results provide useful information in program monitoring. The diploma examination results indicate achievement of core objectives in accordance with provincial standards. They are limited to the assessment of objectives that can be evaluated in a limited time with a paper-and-pencil test.

The Diploma Examinations Program consists of course specific examinations based on the prescribed *Programs of Studies for Senior High Schools*. Examinations are provided in the following grade 12 courses: English 30, English 33, Social Studies 30, Français 30, Mathematics 30, Biology 30, Chemistry 30 and Physics 30. The diploma examinations are administered three times each year - in January, June and August. All students wishing to receive an Alberta high school diploma are required to write a diploma examination in either English 30 or English 33.

Further information about the Grade 12 Diploma Examinations Program is available in the *General Information Bulletin: Diploma Examinations Program*, in the *Information for Students* brochure and in the examination information bulletins published annually for each subject.

Awarding of Course Credits

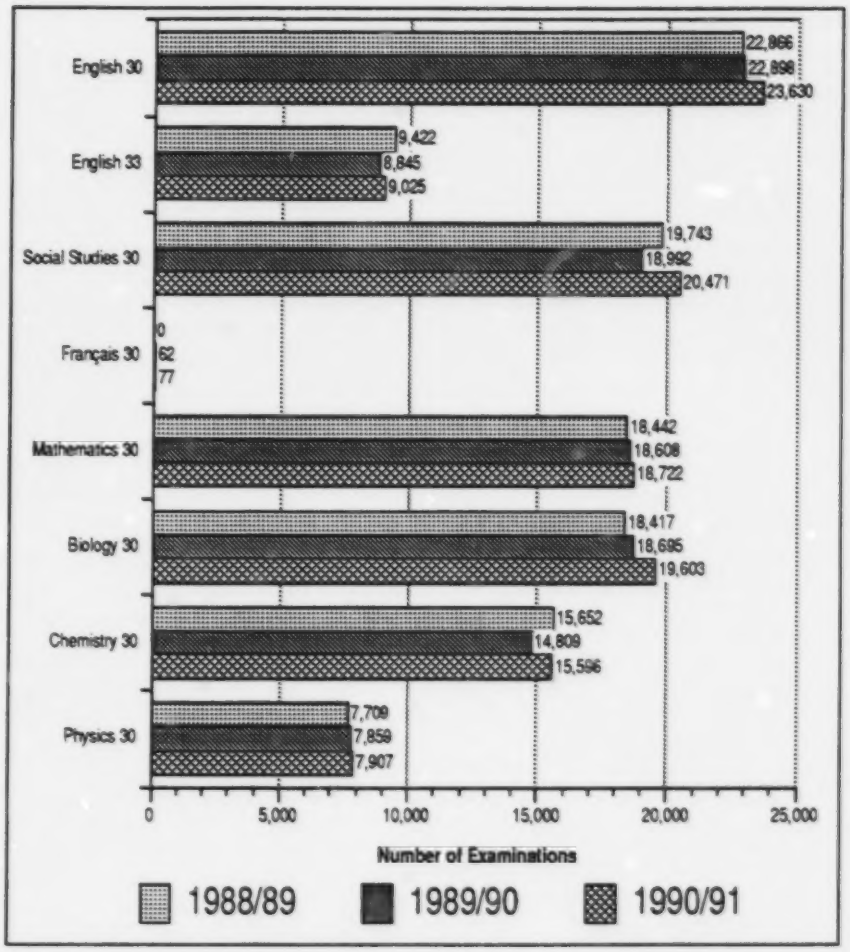
To obtain credit in any high school course, students must earn a final mark of 50% or better. To obtain credit in a grade 12 diploma examination course, students must write the appropriate diploma examination and attain a final blended mark of 50% or higher. The final blended mark is made up of 50% of the school awarded mark and 50% of the diploma examination mark. For example, a Physics 30 student might receive a mark of 45% from the school and a mark of 57% on the diploma examination. This student would earn credit for Physics 30 because the final blended mark would be 51%, the average of the school-awarded and diploma examination marks. For students with mature status who do not have a school mark or who have a school mark lower than the examination mark, the examination mark is deemed to be the final mark.

Number of Students Writing Examinations

The number of students writing English 30 and Biology 30 increased in 1991 compared with the previous two years. The number writing English 33, Social Studies 30 and Chemistry 30 declined between 1989 and 1990 but increased in 1991. The number of students writing Mathematics 30 remained relatively unchanged only because approximately 800 students took the pilot course and were exempted from writing the Mathematics 30 examinations in 1990/91. The number of students writing Physics 30 remained relatively unchanged.

Figure 3.1

Number of Students Writing Examinations in Each Course: 1988/89, 1989/90, and 1990/91 School Years



Source: Alberta Education – Student Evaluation

Notes:
1. Students who wrote more than one diploma examination in a course during a single year are counted only once. Students who wrote examinations in the same course in different years are counted once in each year that they wrote.
2. Students from the Northwest Territories are not included in these counts.

1991 Grade 12 Diploma Examination Results

Provincial results for the 1990/91 school year show that student performance was consistent with previous school years. The percentage of students achieving the acceptable standard (50% or better) and the standard of excellence (80% or better) remains high. Starting in 1989/90, results for the January, June and August diploma examination administrations were combined in each course (in previous years, results for the January and June administrations were reported separately).

Distribution of Letter Grades, Average Marks

Looking at the final blended marks, the proportion of students reaching a standard of excellence was highest in Physics 30 (25.9%), Chemistry 30 (23.2%) and Biology 30 (21.8%), and lowest in English 33 (3.2%), English 30 (10.9%) and Social Studies 30 (16.4%). The proportion of failures was highest in Mathematics 30 (14.6%), Biology 30 (11.1%) and Chemistry 30 (9.8%), and lowest in Français 30 (0%) and English 30 (3.8%). Average final blended marks were highest in Français 30 (70.8%) and Physics 30 (69.2%) and lowest in English 33 (62.2%). For all diploma examination courses (except English 33), school awarded marks were higher than diploma examination marks. Table 3.1 provides the distribution of letter grades and course averages for school awarded, diploma exam and final blended marks.

Table 3.1

Distribution (%) of Letter Grades, 1991 Diploma Examinations

	A (80-100%)	B (65-79%)	C (50-64%)	F (0-49%)	Average (%)
English 30:					
School Awarded Mark	16.9	41.2	34.9	7.0	66.0
Diploma Exam Mark	9.3	38.4	42.9	9.4	64.1
Final Blended Mark	10.9	42.3	43.0	3.8	65.8
English 33:					
School Awarded Mark	4.4	32.2	50.6	12.8	60.3
Diploma Exam Mark	5.9	41.3	41.3	11.5	63.2
Final Blended Mark	3.2	37.3	54.0	5.5	62.2
Social Studies 30:					
School Awarded Mark	19.7	38.6	35.9	5.8	67.4
Diploma Exam Mark	15.9	35.8	32.5	15.8	64.6
Final Blended Mark	16.4	38.4	38.8	6.4	66.3
Français 30:					
School Awarded Mark	40.0	48.6	11.4	0.0	74.8
Diploma Exam Mark	11.4	50.0	32.9	5.7	66.4
Final Blended Mark	17.1	60.0	22.9	0.0	70.8
Mathematics 30:					
School Awarded Mark	24.5	33.4	32.6	9.5	67.7
Diploma Exam Mark	21.1	22.9	26.8	29.2	61.5
Final Blended Mark	21.5	28.3	35.6	14.6	65.0
Biology 30:					
School Awarded Mark	22.7	35.2	34.2	7.9	67.6
Diploma Exam Mark	22.3	27.9	27.5	22.3	64.1
Final Blended Mark	21.8	32.1	35.0	11.1	66.2
Chemistry 30:					
School Awarded Mark	25.4	35.8	30.8	8.0	68.5
Diploma Exam Mark	22.8	29.7	29.0	18.5	65.2
Final Blended Mark	23.2	34.4	32.6	9.8	67.3
Physics 30:					
School Awarded Mark	32.3	38.6	24.4	4.7	71.7
Diploma Exam Mark	23.0	31.2	28.9	16.9	65.9
Final Blended Mark	25.9	37.4	29.9	6.8	69.2

Source: Alberta Education – Student Evaluation

Notes: 1. Includes results from the January, June, and August examinations.

2. The Français diploma examination was written for the first time in January, 1990. The Langue et Littérature 30 diploma examination was discontinued effective January 1989.

1991 Grade 12 Diploma Examination Results (continued)

Diploma Examination Results by Gender

Table 3.2 provides a comparison of 1991 diploma examination marks by gender to provide some indication of the performance of male and female grade 12 students on the diploma examinations. Comparing final blended average marks by subject area, females did slightly better in English 30, English 33, Français 30 and Physics 30. Males had higher average marks than females in Social Studies 30, Mathematics 30, Biology 30 and Chemistry 30.

Table 3.2

Average Marks Awarded by Gender, 1991

	School Awarded Mark		Diploma Exam Mark		Final Blended Mark	
	Male	Female	Male	Female	Male	Female
English 30	64.4	68.4	62.8	65.1	64.1	67.2
English 33	58.1	63.2	62.9	63.6	60.9	63.9
Social Studies 30	67.5	67.2	66.7	62.7	67.5	65.3
Français 30	72.7	76.0	65.5	66.8	69.4	71.6
Mathematics 30	67.9	67.4	62.3	60.6	65.5	64.4
Biology 30	67.1	67.8	65.3	63.3	66.6	66.0
Chemistry 30	68.6	68.3	66.4	64.1	68.0	66.7
Physics 30	71.1	72.9	66.1	65.6	69.0	69.8

Source: Alberta Education – Student Evaluation
Notes: Includes results from the January, June, and August examinations.

Number and Type of Diplomas Awarded

Alberta Education issues three types of high school diplomas: the General Diploma, the Advanced Diploma and the Equivalency Diploma. The requirements that must be met in order to earn each type are specified in the *Senior High School Handbook*. To earn a **General High School Diploma**, students must obtain course credit in English 30 (or English 33), Français 30, Social Studies 30 (or Social Studies 33) and obtain 100 credits distributed over courses specified in the handbook. The **Advanced High School Diploma** certifies achievement in an academic program. To earn this diploma, students must satisfy the requirements for a General Diploma and obtain course credits in English 30, Social Studies 30, Mathematics 30 and one of Chemistry 30, Biology 30 and Physics 30. An **Award of Excellence** is granted to students who meet the requirements of an Advanced Diploma and obtain a final average of 80% or higher on the four required diploma exam courses, with not less than 65% in any one of these. The Award of Excellence is noted on the student's Advanced High School Diploma. The **Equivalency Diploma** provides an opportunity for mature students who did not complete a formal high school education to do so through the General Education Development (G.E.D.) Test Program.

For the 1990/91 school year, 25,469 diplomas were awarded, a decrease of 4.1% from the peak of 26,559 diplomas awarded in 1987/88. This total includes student diploma upgrades and all students in the Northwest Territories, the Alberta Distance Learning Centre, private schools and extension programs and the Alberta vocational centres. Since the introduction of the differentiated diploma types in 1983/84, the proportions of each diploma type awarded annually have shifted. There has been a trend to fewer General Diplomas and more Advanced with Excellence and Equivalency Diplomas (as a proportion of all diplomas awarded annually). The proportion of Advanced Diplomas has remained stable. Table 3.3 provides annual data on the number and type of diplomas awarded annually.

Table 3.3

Number and Type of Diplomas Awarded Annually, 1983/84 - 1990/91

Year	General	Advanced	Adv. with Excellence	Equivalency	Total
1983/84	11,863	9,772	1,441	1,528	24,604
1984/85	11,768	10,025	1,814	1,766	25,373
1985/86	11,309	10,070	2,158	1,948	25,485
1986/87	10,727	10,239	2,840	2,744	26,550
1987/88	10,225	10,396	2,765	3,173	26,559
1988/89	10,187	9,756	2,760	2,863	25,566
1989/90	10,055	9,469	2,701	2,121[3]	24,346[3]
1990/91	9,925	9,939	2,767	2,838	25,469

Source: Alberta Education – Information Services Branch

Notes:
1. Includes public/separate/private schools, Northwest Territories, Private Study, Extension Programs, and Alberta Vocational Centres.
2. Includes diplomas awarded to students who have upgraded their previous or original diplomas.
3. Due to a change in counting procedures, the 1989/90 figure for equivalency diplomas is low by about 800.

Number and Type of Diplomas Awarded (continued)

Between 1983/84 and 1990/91, there was a decline in the proportion of diplomas awarded to students in public schools (from 68.2% to 65.1%) and private schools (from 4.7% to 3.4%) and a slight increase in the proportion awarded to students in separate schools (from 11.9% to 12.4%). The proportion of Equivalency Diplomas increased from 6.2% in 1983/84 to 11.1% in 1990/91.

Table 3.4

Number of Diplomas Awarded by Type of School System, 1983/84 - 1990/91

Type	1983/84	1987/88	1988/89	1989/90	1990/91
Public	16,776	17,087	16,403	16,205	16,575
Separate	2,919	3,286	3,308	3,113	3,155
Other Public [1]	365	441	421	431	469
Private	1,163	877	914	789	855
Postsecondary	307	294	235	253	266
A.D.L.C. [2]	805	1,028	1,083	1,069	882
N.W.T.	174	238	200	159	179
Other [3]	567	135	139	206	250
Equivalency [4]	1,528	3,173	2,863	2,121	2,838
Total	24,604	26,559	25,566	24,346	25,469

Source: Alberta Education – Information Services Branch

Notes:
1. Includes Protestant Separate, Roman Catholic Public Consolidated, and Regional School Districts.
2. Alberta Distance Learning Centre (formerly the Alberta Correspondence School).
3. Includes Writing Centre, Private Study, Department of Indian Affairs, etc.
4. The 1989/90 figure for equivalency diplomas is low about 800 due to a change in counting procedures.

Diplomas Awarded Annually By Age

There is a trend for students to take longer to complete high school. As well, more older students are completing high school through the Equivalency Diploma. These trends are evident in the increasing proportion of diplomas awarded annually to students age 18 or older (from 26.6% in 1983/84 to 34.3% in 1990/91).

Table 3.5

Diplomas Awarded Annually by Age, 1983/84 - 1990/91

Year	<Age 16	Age 16	Age 17	Age 18	Age 19	Age 20+	Total
1983/84	47	4,920	13,094	3,018	911	2,613	24,604
1984/85	44	5,501	12,961	3,033	888	2,946	25,373
1985/86	40	5,628	12,580	3,197	902	3,540	25,487
1986/87	27	5,461	12,860	3,302	925	3,975	26,550
1987/88	36	5,458	12,817	3,112	911	4,225	26,559
1988/89	25	4,896	12,455	3,373	944	3,873	25,566
1989/90	29	4,671	11,874	3,510	1,048	3,241	24,346
1990/91	37	4,516	12,172	3,622	1,185	3,937	25,469

Source: Alberta Education – Information Services Branch

Notes:
1. Includes students who upgraded their original diplomas.
2. Includes public/separate/private schools, Northwest Territories, Private Study, Extension Programs, and Alberta Vocational Centres.
3. The 1989/90 figure is low by about 800 due to a change in annual counting procedures for equivalency diplomas.

Grades 3, 6 and 9 Achievement Test Results (1991)

The Achievement Testing Program shows how Alberta students are achieving in the subject areas tested and provides educators with the opportunity to inform parents about the strengths of school and jurisdiction programs, and about initiatives taken to address any weaknesses. In the fall, each school district receives results for its students. Where achievement is not good enough, principals and teachers are expected to improve school programs. Alberta Education uses the results to assess strengths and weaknesses in provincial programs, to determine where the curriculum or learning resources should be improved, or how standards can be communicated more clearly to schools.

Over the past nine years, students in grades 3, 6 and 9 have been tested in the subject areas of Language Arts, Mathematics, Science and Social Studies. The testing program follows a four-year cycle for each subject within each grade level. The 1991 tests were Science in grade 3, Mathematics in grade 6 and Social Studies in grade 9. Table 3.6 provides data on student participation in these tests.

Table 3.6

Student Participation in 1991 Achievement Tests

	Grade 3 Science		Grade 6 Mathematics		Grade 9 Social Studies	
	Number	Percent[1]	Number	Percent[1]	Number	Percent[1]
Students Writing						
- In Regular Programs[2]	30,427	77.6	28,649	78.4	24,720	75.9
- In Achievement-Over-Time Study[3]	3,410	8.8	3,281	9.0	2,926	9.0
- Other[4]	988	2.5	1,884	5.2	1,573	4.9
Students Absent	1,502	3.8	1,304	3.6	1,647	5.1
Students Exempt	2,889	7.4	1,447	4.0	1,687	5.2
Total Students	39,216	100	35,565	100	32,553	100

Source: Alberta Education – Student Evaluation

Notes:
1. Percentages may not add to 100 due to rounding.
2. Provincially reported achievement test results are based only on students who were in the regular English language program.
3. Students in the Achievement-Over-Time study are also in the regular English language program.
4. "Other" includes Francophone, French Immersion students, and student participating in the Language-of-Testing Study. (The Language-of-Testing Study compared results for French Immersion students who wrote achievement tests in English with those who wrote in French.) Results for these students are not included in the provincial calculation of achievement test results, but are reported directly to participating schools and jurisdictions.

Results in Relation to Standards

The 1991 Achievement Test provincial summary results are based only on students who were in the regular English language program (this includes students in the Achievement-Over-Time study). Results for Francophone, French Immersion and Language-of-Testing students are not included in the provincial summary of Achievement Test results, as the representativeness of the students writing cannot be assured. Results for these students are reported directly to participating school jurisdictions.

Provincial achievement standards are judgements that specify what percentage of students are expected to achieve an acceptable and excellent level of performance in relation to curricular expectations. In each achievement test (and in each of its two major components), two test scores are set - one to define acceptable performance, and another to define excellence. To meet the acceptable standard, students must demonstrate the knowledge and skills required to move to the next level in a subject. The excellent standard indicates superior achievement in these areas. The proportion of students expected to meet the acceptable standard is 80% (for both major components) and 85% (for each separate component). The proportion of students expected to meet the standard of excellence is 10% (for both major components) and 15% (for each separate component). Table 3-7 shows the percentage of students who actually met these standards in each of the three tests (and their two major components) for 1991.

Table 3.7

Percent of Students Achieving Standards on Components of the Tests, 1991

Subject	Achievement Acceptable Standard: Provincial Achievement Standard (%)	Achievement Acceptable Standard: Percent of Students Achieving	Achievement Standard of Excellence: Provincial Achievement Standard (%)	Achievement Standard of Excellence: Percent of Students Achieving
Grade 3 Science:				
- Both Major Components	80	70.1	10	11.0
- Process Skills Only	85	80.5	15	18.1
- Subject Matter Only	85	75.5	15	21.1
Grade 6 Mathematics:				
- Both Major Components	80	68.9	10	14.3
- Problem Solving Only	85	75.4	15	23.5
- Subject Matter Only	85	76.6	15	20.1
Grade 9 Social Studies:				
- Both Major Components	80	67.9	10	5.1
- Facts, Concepts, Generalizations Only	85	72.4	15	11.1
- Process Skills Only	85	81.4	15	9.8

Source: Alberta Education - Student Evaluation

Note: In previous years, a standard for the total test was reported. An individual could meet the standard for the test overall but might not achieve the standard for both components of the test. The new method of reporting allows for a more meaningful interpretation of the results. To allow comparisons with results from previous years, total test score results are reported in Table 3.8.

Table 3.8 shows the percentage of students achieving the acceptable standard and the standard of excellence on the total test for each subject area tested in 1991. Less than the expected percentage of students achieved the acceptable standard in all three subject areas. More than the expected percentage of students achieved the standard of excellence in Grade 3 Science and Grade 6 Mathematics, but less than the expected percentage of students achieved the standard of excellence in Grade 9 Social Studies.

Table 3.8

Students Achieving Standards on the Total Test, 1991

Subject	Average Score (%)	Achievement: Acceptable Standard — Provincial Achievement Standard (%)	Achievement: Acceptable Standard — Percent of Students Achieving	Achievement: Standard of Excellence — Provincial Achievement Standard (%)	Achievement: Standard of Excellence — Percent of Students Achieving
Gr. 3 Science	68.4	85	78.9	15	16.6
Gr. 6 Mathematics	68.2	85	75.5	15	20.6
Gr. 9 Social Studies	60.5	85	78.9	15	8.1

Source: Alberta Education - Student Evaluation

Summary of Results (Total Test)

On the **Grade 3 Science** test, 70.1% of students writing achieved the acceptable standards on both components and 11.0% achieved the standards of excellence on both components. These results were much lower than expected for the acceptable standards, but slightly higher than expected for the standards of excellence. The average total test score was 68.4% with a standard deviation of 18.2.

On the **Grade 6 Mathematics** test, 68.9% of students writing achieved the acceptable standards on both components and 14.3% achieved the standards of excellence on both components. These results were much lower than expected for the acceptable standards, but higher than expected for the standards of excellence. The average total test score was 68.2% with a standard deviation of 19.1.

On the **Grade 9 Social Studies** test, 67.9% of students who wrote the test achieved the acceptable standards on both components and 5.1% achieved the standards of excellence on both components. These results were much lower than expected. The average total test score was 60.5% with a standard deviation of 15.2.

Achievement Over Time

An important goal of Alberta Education is to measure and report changes in student achievement over time. In 1983, 1987 and 1991 Science was tested in grade 3, Mathematics was tested in grade 6, and Social Studies was tested in grade 9. A special Achievement-Over-Time (AOT) study was carried out in 1991 to compare student achievement in these areas since 1983. The study involved having random samples of 1991 students write all or part of the previous achievement tests (1983 and 1987) under the same conditions as the earlier test administrations. More than 9,000 students participated in the Achievement-Over-Time studies (approximately 1,000 in each subject area for each of 1983, 1987, 1991). Results for the AOT study participants who wrote the 1991 test (AOT1991) were compared with 1991 provincial results to verify that the AOT sample was representative of all regular students in Alberta. This ensured that comparisons between students in the study and students in 1983 and 1987 were valid.

Table 3.9 shows that, for all but one comparison, the 1991 students scored significantly higher than the students in 1983 and 1987. The exception is Grade 9 Social Studies, where achievement in 1991 is the same as the achievement in 1987. Specifically, Grade 3 Science students in 1991 achieved at a significantly higher level than either the 1983 or the 1987 students. Grade 6 Mathematics students in 1991 achieved at a significantly higher level than either the 1983 or the 1987 students. Grade 9 Social Studies students achieved at a slightly higher level in 1991 than in 1983, but their achievement was not significantly different from the 1987 population.

Table 3.9

Achievement Over Time Comparison, 1983, 1987 and 1991

	AOT83[1] Group (wrote in 1991)	Regular 1983 Students	AOT87[2] Group (wrote in 1991)	Regular 1987 Students
Grade 3 Science:				
- Number of Questions	50	50	50	50
- Raw Score Mean	42.7*	39.2	39.7*	35.7
- Students Writing	1,119	23,902	1,122	31,087
Grade 6 Mathematics:				
- Number of Questions	32	32	40	40
- Raw Score Mean	21.6*	19.3	29.9*	28.6
- Students Writing	1,083	25,621	1,079	28,573
Grade 9 Social Studies:				
-Number of Questions	22	22	20	20
-Raw Score Mean	14.3*	13.8	13.3	13.4
-Students Writing	964	19,299	973	24,671

Source: Alberta Education - Student Evaluation

Notes:
1. "AOT83 Group" are students in the 1991 Achievement-Over-Time Study who wrote the 1983 achievement-over-time test.
2. "AOT87 Group" are students in the 1991 Achievement-Over-Time Study who wrote the 1987 achievement-over-time test.
3. "*" indicates the AOT raw score mean is significantly different from the mean of the previous adminstration at the .01 level.

Achievement by Gender

Table 3.10 provides a breakdown by gender of the participation and results achieved by students. Results for 1991 revealed that more boys than girls wrote the achievement tests at each grade level. The levels of achievement were virtually the same for boys and girls for Grade 3 Science as well as for Grade 9 Social Studies. For Grade 6 Mathematics, boys outperformed girls, particularly for the standard of excellence. The pattern for Grade 6 Mathematics was supported by the 1990 Grade 3 Mathematics test results. The pattern for 1991 Grade 3 Science was not supported by the 1990 Grade 6 Science results or the 1989 Grade 9 Science results where boys outperformed girls, particularly for the standard of excellence in both years. This change in pattern of achievement also existed in Social Studies, where there was virtually no difference in levels of achievement for boys and girls in the 1991 Grade 9 Social Studies, but in 1989, girls outperformed boys in Grade 6 Social Studies. Explanation of these changes requires further investigation to include more subjects and more administrations of tests of the same subjects. This will be possible when further results become available in 1992.

Table 3.10

Percentage of Students Achieving the Standards on Both Components of the 1991 Achievement Tests by Gender

	Gr.3 Science		Gr.6 Math		Social Gr.9 Studies	
	Male	Female	Male	Female	Male	Female
Number of Tests Written	17,074	16,747	16,342	15,581	13,984	13,604
% of Tests Written	50.5	49.5	51.2	48.8	50.7	49.3
% Achieving:						
- Acceptable Standard	69.5	70.7	69.9	67.9	68.3	67.6
- Standard of Excellence	11.2	10.9	15.9	12.6	5.3	4.9

Source: Alberta Education - Student Evaluation

Rutherford Scholarships for High School Achievement

The Alexander Rutherford Scholarship for High School Achievement is provided through the Alberta Heritage Scholarship Fund, funded by a $100 million endowment from the Alberta Heritage Savings Trust Fund. These scholarships encourage and reward senior high school students who have demonstrated outstanding academic ability. Because of their appeal to well motivated students at each Alberta high school grade level, as well as the breadth of the eligibility criteria, the Rutherford Scholarships are a significant indicator of the academic excellence and performance of Alberta's high school students.

The value of each scholarship is dependent on scholastic achievement in grades 10, 11 and 12 respectively. A maximum of $1,500 is awarded, subject to enrolment at the postsecondary level. Applications are considered if an official high school transcript shows a grade average of 80% or above, calculated on the marks received in designated senior high school subject areas.

The number of students who became eligible for Rutherford Scholarships (including all levels of eligibility) has increased from 6,147 in 1981/82 to 7,683 in 1991/92, an increase of 25%. Over this same period, grade 12 enrolment in public, separate and private schools in Alberta increased by only 17%, and much of that increase was due to more students taking an extra year to complete grade 12. The total value of scholarships awarded annually has increased from approximately $3.4 million in the 1981/82 fiscal year to approximately $5.4 million in the 1990/91 fiscal year. Since 1981, the Rutherford Scholarship Program has awarded more than $50 million to 46,467 high school graduates.

Table 3.11

Students Eligible for Rutherford Scholarships (based on Grades 10, 11 and 12 marks), 1981/82 - 1991/92

Year of Course Completion[1]	1980-81	1988-89	1989-90	1990-91
Year of Eligibility[2]	1981-82	1989-90	1990-91	1991-92
Subgroups by Course Levels[3]				
Grade 10 Courses Only	1,926	1,690	1,674	1,652
Grade 11 Courses Only	530	458	443	586
Grade 12 Courses Only	128	305	328	334
Grade 10 and 11 Courses	1,879	1,651	1,780	2,069
Grade 10 and 12 Courses	87	192	166	136
Grade 11 and 12 Courses	66	116	105	144
Grade 10, 11 and 12 Courses	1,531	2,605	2,595	2,762
Total Students Eligible	6,147	7,017	7,091	7,683

Source: Alberta Education - Student Evaluation

Notes:
1. Last year of course completion refers to the year in which students last completed courses. For most students, this was the year of graduation.
2. Students become eligible for Rutherford Scholarships in the year following graduation or completion of high school. For example, students who graduated in 1981 or who last completed courses in 1980-81 became eligible in 1981-82.
3. Course level refers to the grade level on which student eligibility was based. In 1990-91, for example, 1,674 students were eligible for the scholarships on the basis of their marks in grade 10 level courses only.

Student Participation/ Completion

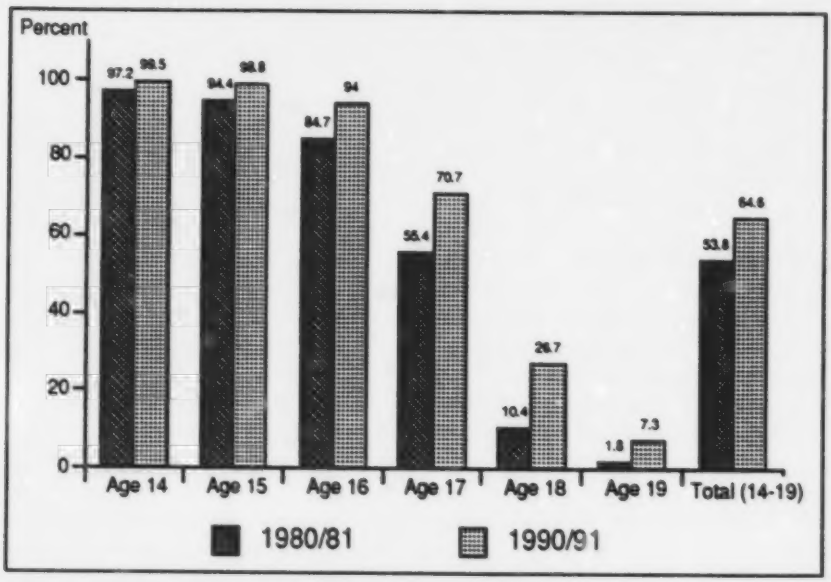
In an increasingly competitive labour market, staying in school and getting an education is crucial to improving the life prospects of Alberta's young people. Today, high school completion is considered a minimum qualification for entry to the labour market or for further studies at the postsecondary level. Three indicators of the success of the education system in enabling young Albertans to complete high school are the participation rate, the graduation rate, and the dropout rate.

Participation

The participation rate is defined as the ratio of total school enrolment (public, separate and private schools) in Alberta to the total population in Alberta for particular ages. For students less than age 14, the participation rate is virtually 100%. Figure 3.2 illustrates that the participation rate for students age 14 to 19 has increased from 53.8% in 1980/81 to 64.6% in 1990/91. Appendix 4 (page 68) provides detailed data on participation rates since 1979/80.

Figure 3.2

Participation Rates, Ages 14 - 19 (Public, Separate and Private Schools), 1980/81 and 1990/91



Sources: Enrolment Data: Alberta Education - Finance Branch
Population Data: Statistics Canada Catlogue 91-210 (Annual)

Notes:
1. Enrolment counts exclude Lloyminster.
2. The participation rate for each age is the ratio of enrolment (as of September 30th) to population (as of June 1st of the same year).

Dropouts

Although there are many different methods for calculating dropout rates, most of them fall into one of two basic types — annual and longitudinal. The annual method looks at the proportion of students across a particular age or grade range (e.g., age 14 - 18, grades 9 - 12). who leave in a particular school year without completing an appropriate program. The longitudinal method follows a cohort of students (e.g., those entering grade 9) over the course of their high school years to determine what proportion leave school without completing an

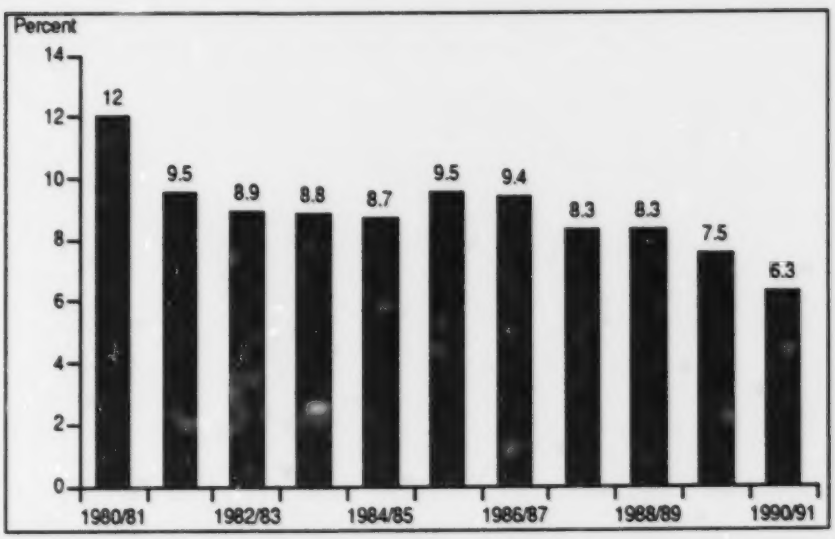
Dropouts (continued)

appropriate program by the time the majority of that cohort would normally graduate (i.e., within four years).

Alberta Education calculates the annual dropout rate as those public, separate and private school students, age 14 to 18 on September 1st of the school year, (and enrolled on September 30th) who do not complete a diploma or other program, and who are not in school the following September 30th. This corresponds closely to the grade 9 to 12 student population and also includes some over-age students in grades 7 and 8. The annual dropout rate has declined from 12.0% (about 16,150 students) in 1980/81 to 6.3% (about 8,600 students) in 1990/91. Figure 3.3 shows the annual rate for each year over this time period.

Figure 3.3

Annual Dropout Rates, Alberta Students Age 14 - 18, 1980/81 - 1990/91



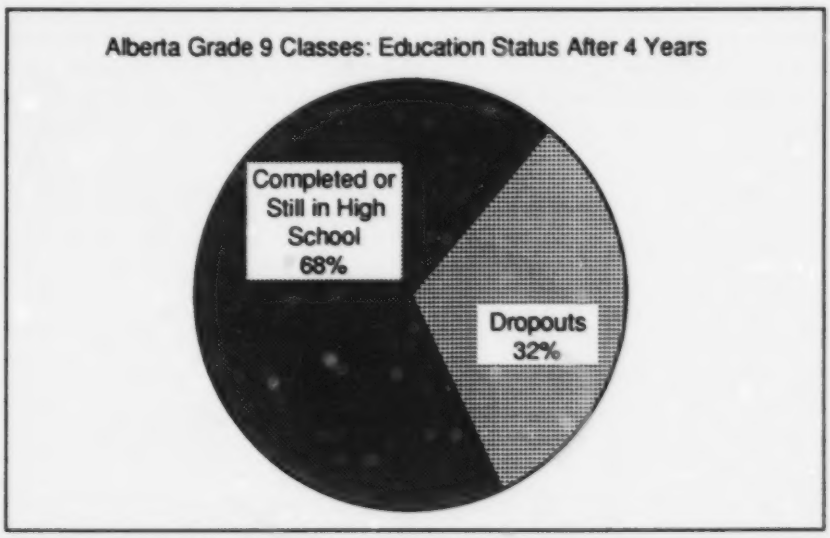
Source: Alberta Education - Policy and Planning Branch

To determine the **longitudinal** dropout rate, cohorts of Alberta students entering grade 9 were tracked over the four years normally required to complete high school. Three cohorts were tracked (grade 9 classes from 1980/81, 1981/82, and 1982/83). The longitudinal dropout rate for these cohorts was 32%. In other words, for students entering grade 9 in Alberta in the early 1980s, the probability of leaving school without completing a diploma or other program by the time the majority of their classmates graduated four years later was 32%. Figure 3.4 (following page) illustrates the longitudinal dropout rate in Alberta during the early to mid 1980s.

This longitudinal tracking study is being repeated with more recent cohorts of grade 9 students; however, the results are not yet available. As well, Alberta Education is exploring new ways of defining and collecting dropout data that will help to better address this issue.

Figure 3.4

Longitudinal Dropout Rate, Alberta (early to mid-1980's)



Source: Alberta Education - Policy and Planning Branch
Note: The longitudinal dropout rate indicates the proportion of students entering grade 9 who leave school without completing a diploma or other program within the four years normally required to complete high school.

Graduation Rate

Traditionally, the graduation rate was defined as the total number of diplomas awarded as a percentage of the total number of grade 12 students in a given school year. This definition was appropriate when most students went through school in 12 years and completed a full grade each year, or left at some point prior to completing grade 12. In recent years, however, patterns of participation and completion have become more diverse. More students are taking an extra year or two to complete high school. Some are attending high school on a part-time basis while working. Others are returning after completing a diploma to upgrade their marks and to improve their qualifications for post-secondary entrance. These different patterns of participation and completion require more sophisticated ways of calculating graduation rates.

The method for calculating graduation rates adopted by the Council of Ministers of Education, Canada (CMEC) compares the number of graduates age 15-19 to the total population for that same age group. On this basis, the graduation rate in Alberta is approximately 60%. Applying this method in Alberta, however, means that a significant number of recent in-migrants (age 15-19) from other provinces are included in the calculation. Many of these young people do not enter the school system but rather, enter the workforce. A Statistics Canada Labour Force Survey (February, 1991) found that participation in schooling of interprovincial in-migrants to Alberta age 15-19 was 40%, compared to 61% for Albertans in that age group. It is estimated that, if in-migrants age 15-19 who never enter Alberta's school system were excluded from the calculation, Alberta's graduation rate would be approximately 67%. Further study is ongoing to determine the precise impact of mobility on Alberta's graduation rate, and to develop more effective indicators of student completion.

Students Taking an Extra Year to Complete High School

In recent years, there has been an increase in the number of students taking an extra year to complete high school. Possible reasons for this trend are:

- Rising entrance requirements for postsecondary admission in Alberta.
- Increasing awareness among students of the necessity for postsecondary education to enhance career prospects/obtain good jobs.
- Increased diploma requirements; some students are taking extra time to complete their diploma so they can include some options in addition to diploma program requirements.
- Employers' increasing demand for improved credentials as new technologies and increasing global competition require more sophisticated skills and greater worker competence.
- Employment opportunities for high school students are increasingly part-time, and more students are working part-time.
- Some students may decide to return to high school for an additional year because employment opportunities are poor, and being in school is more socially acceptable than being unemployed.

Table 3.12 provides data illustrating the extended high school trend in recent years.

Table 3.12

Students Returning for a Second Year of Grade 12, 1987/88 - 1990/91

School Year	Grade 12 Students [1]	Second Year in Grade 12 [2]	Percent Returning
1987/88	35,900	6,675	18.6
1988/89	35,896	7,062	19.7
1989/90	35,814	7,747	21.6
1990/91	36,994	8,197	22.2

Source: Alberta Education - Information Services Branch

Notes:

1. Grade 12 students include those in public / separate, private, and Indian Affairs schools in Alberta and Alberta Vocational Colleges who:
   - were under 20 years of age at September 1 of the specified school year,
   - were registered in Grade 12, and
   - completed at least one course in that school year.

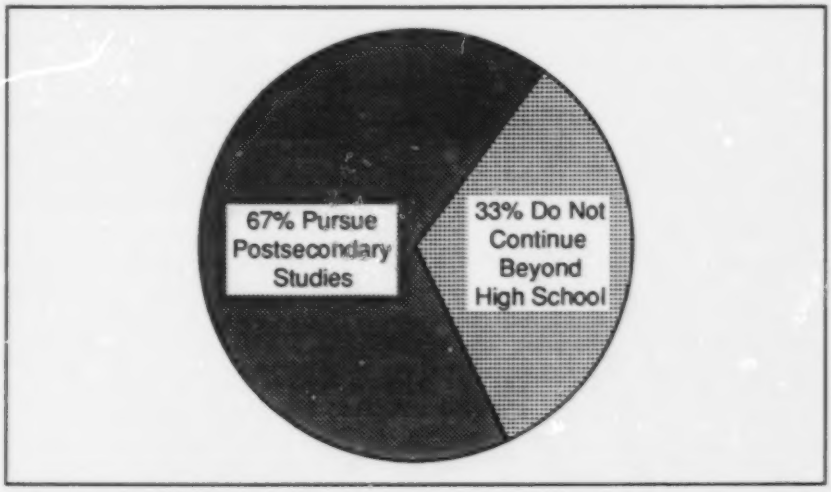
   Excluded are students taking courses only through evening or extension programs, correspondence or private study. These categories are excluded to determine the return rate for Alberta high school students.
2. Returning students were registered in grade 12 the previous year and completed at least one course. Students who were not continuously enrolled (for example, were in grade 12 two or more years earlier, did not complete any courses in the previous school year, but are now back in an Alberta school) have not been counted.

New Students in Alberta Postsecondary Institutions

A highly skilled workforce is essential to keeping Alberta's economy competitive in an increasingly global marketplace. It has been estimated that, by the year 2000, 62% of all jobs in Alberta will require an education beyond the high school level. **Approximately two-thirds of Alberta high school graduates continue their education beyond the high school level, either directly or on a delayed basis.**

Figure 3.5

Proportion of Alberta High School Graduates Who Go On To Postsecondary Studies



Source: Alberta Education - Policy and Planning Branch
Note: The proportion cited is an estimated based on the number of high school diplomas awarded each year and the number of postsecondary entrants (direct and delayed) in Alberta each year.

Enrolment of new students in postsecondary institutions from Alberta high schools has been fairly constant over the past three years (1988/89 to 1990/91) at about 15,000 full-time students and about 2,500 part-time students each year. Of the full-time new students, approximately two-thirds enrol directly from high school (that is, they completed high school the prior school year) and one-third enrol on a delayed basis (had a gap of at least a year between completing high school and entering a postsecondary institution). Table 3.13 (following page) summarizes reported enrolment of new students from Alberta high schools in Alberta postsecondary institutions for 1990/91. These numbers should be treated as estimates, since the accuracy of enrolment information received from some postsecondary institutions cannot be verified.

Table 3.13

New Students in Alberta Postsecondary Institutions (from Alberta High Schools), 1990/91

Type of Institution	Direct FT	Direct PT	Delayed FT	Delayed PT	Total FT	Total PT
Universities	5,153	552	819	1,102	5,972	1,654
Colleges	3,154	292	2,400	502	5,554	794
Technical Institutes	1,225	10	1,829	85	3,054	95
Schools of Nursing	115	14	109	1	224	15
TOTAL	9,647	868	5,157	1,690	14,804	2,558

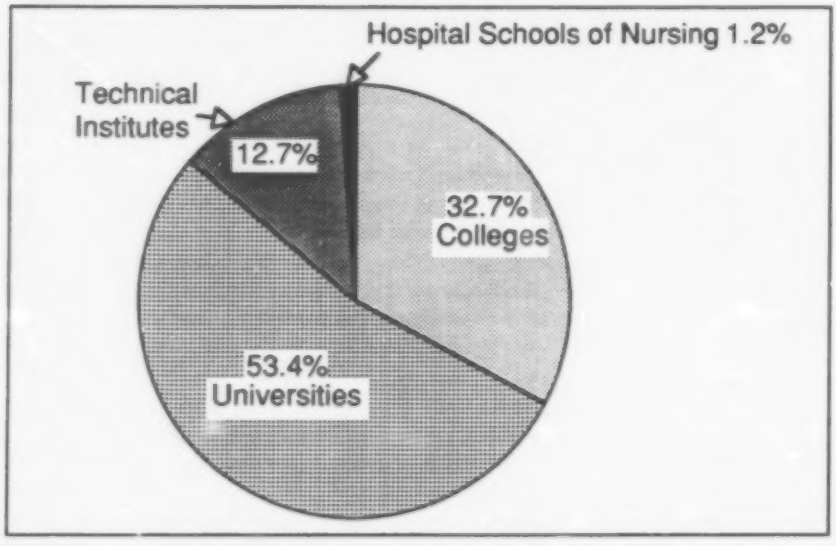
Source: Alberta Advanced Education - Research and Information Support

Notes:
1. These numbers should be treated as estimates, since the accuracy of enrolment information reported from some institutions cannot be verified.
2. Approximately 85% of the university part-time students are enrolled with Athabasca University. As well, students enrolled at Athabasca University may be enrolled concurrently at another postsecondary institution.
3. Alberta Vocational Centres are not included.

Figure 3.6 shows that, of the total new full-time postsecondary students who enrolled directly from Alberta high schools in 1990/91, 53.4% enrolled in universities, 32.7% enrolled in colleges, 12.7% enrolled in technical institutes, and 1.2% enrolled in hospital schools of nursing.

Figure 3.6

New Full-time Alberta Postsecondary Student Enrolment, by Type of Institution, 1990/91



Source: Alberta Advanced Education - Research and Information Support

School-to-Work Transition in Edmonton: 1985-1989

The transition from secondary school to work in Edmonton in the second half of the 1980s was examined via a longitudinal study conducted by the Population Research Laboratory, University of Alberta. Starting in Spring 1985, 503 Edmonton grade 12 students were tracked over the next four years to study their transition to the workplace. Follow-up mail surveys were conducted in 1986, 1987 and 1989 to monitor their transition experiences. Key findings of the study follow.

Educational Activity (1985-1989)

Participants had continued high levels of participation in schooling over the course of the study (1985-1989). Over one quarter returned to high school in 1985/86 to repeat failed courses, to obtain higher grades for university entrance, or for other reasons; 27% reported no educational activity in 1985/86, and 11% discontinued their education completely. By 1989, only 39% were not continuing their education in any way.

Over the course of the study, 37% of participants attended university, 15% attended technical schools, and 7% attended community colleges. Students in non-academic high school programs were less likely to continue on to postsecondary programs. Over half the sample planned to return to school in the fall of 1989. Table 3.14 summarizes their educational activity over the four years.

Table 3.14

Educational Activity (1985/86 - 1988/89)

(n =503) Type of Institution	1985/86 (%)	1986/87 (%)	1987/88 (%)	1988/89 (%)
University	27	37	36	34
Technical School	7	13	15	14
Community College	5	7	5	5
Other	8	9	7	7
High School	26	6	1	1
Did not Attend	27	29	36	39
Total	100	100	100	100

Source: University of Alberta - Population Research Laboratory

Note: Education of any kind, and for any length of time during the twelve month period (May-June).

Annual Months of School, Work and Unemployment (1985 - 1989)

The traditional pattern for young people of full-time education followed by full-time work is being replaced by more complex combinations of school and work. For study participants, full-time school interspersed with part-time work gave way to part-time school and full-time work over the four years. Table 3.15 (following page) summarizes transition trends from school to the workplace for participants in this study. The sample (n=503) is divided into three groups on the basis of their full-time educational activity between 1985 and 1989. For each group, the average number of months of full-time and part-time work and education are displayed for each of the four years.

Table 3.15

Education, Employment and Unemployment Experience (1985-1989) of 1985 Grade 12 Students by Years of Full-Time Education Since 1985.

Years Full-Time Education Since 1985/86	1985/86	1986/87	1987/88	1988/89
	(Average Number of Months per Year)			
a)0 Years: (n=160)				
Full-Time Education	0.6	0.3	0.3	0.3
Part-Time Education	1.4	0.8	0.5	0.9
Full-Time Employment	6.3	7.4	8.8	9.2
Part-Time Employment	3.4	2.7	1.9	9.2
Unemployment	1.4	1.7	0.9	0.8
b)1-2 Years: (n=152)				
Full-Time Education	4.7	4.6	3.7	3.0
Part-Time Education	1.4	1.0	0.7	0.6
Full-Time Employment	2.7	3.7	5.5	6.7
Part-Time Employment	5.9	5.1	3.7	3.2
Unemployent	1.4	1.0	0.7	0.5
c)3-4 Years: (n=191)				
Full-Time Education	7.2	7.6	8.1	7.4
Part-Time Education	0.6	0.2	0.2	0.3
Full-Time Employment	1.5	2.6	2.8	3.5
Part-Time Employment	5.2	4.6	4.6	4.1
Unemployment	1.1	0.8	0.3	0.4
d)Total: (n=503)				
Full-Time Education	4.4	4.4	4.3	3.8
Part-Time Education	1.1	0.6	0.5	0.6
Full-Time Employment	3.4	4.4	5.5	6.3
Part-Time Employment	4.8	4.1	3.5	3.1
Unemployment	1.3	1.1	0.6	0.6

Source: University of Alberta - Population Research Laboratory
Note: Averages calculated with answers of "0" included (i.e., the average number of months unemployed includes the majority who were never unemployed during that year).

Annual Months of School, Work and Unemployment (1985 - 1989) (cont.)

The one-third of the sample who did not finish another year of full-time education did not completely terminate their education. They still reported small average amounts of both full-time and part-time education in each of the subsequent years. However, over this period, these young people slowly moved into (almost) year-round full-time employment. During 1985/86, they averaged 6.3 months of full-time and 3.4 months of part-time work. By 1988/89, they reported an average of 9.2 months of full-time work and only 1.9 months of part-time work.

The second group (which completed 1-2 years of full-time education during the study) included some high school graduates who left school in the first years of the study and returned later. Nevertheless, by 1989 this group's employment record (6.7 months of full-time work and 3.2 months of part-time work, on average) resembled that of the first group three years earlier.

The third group (3-4 years of full-time education during the study) reported an average of four or five months of part-time work each year - the common pattern of part-time employment among full-time students. Over the course of the study, they also began taking on more full-time work, reporting an average of 3.5 months by the final year of the study.

Other significant findings from this study included the following.

* Part-time work was common among grade 12 students, contributing to the trend of extended high school. When first surveyed in 1985, 57% of the sample had part-time jobs. Although part-time employment had fallen considerably among study participants by 1989, most of these young workers would have preferred full-time jobs. Those who were employed in 1989 were likely to be in low skill jobs (38% of males and 64% of females were still employed in clerical, sales and service occupations).

* Job shortages extended the transition to work process for these students. However, the impact of unemployment declined somewhat over the course of the study. Although the incidence of unemployment remained high, the duration of periods of unemployment reported declined (from 4.2 months in 1985 to 2.4 months in 1989).

* Many of the grade 12 students who went on to postsecondary education continued to work in the student labour market. For most, participation in this lower tier of the service sector job market was temporary.

* In spite of the difficulties experienced in obtaining satisfactory employment, study participants were relatively satisfied with their educational experiences. When surveyed in 1989, about two-thirds stated they would make the same educational choices again.

* About 70% believed that their education had improved their communication and reasoning skills and their career prospects. Fewer agreed that their education was useful in finding a job (70% felt that high schools should spend more time preparing students for jobs).

* Gender-based occupational differences were minimal while study participants were still in school and employed in part-time jobs, but as they made their way out of the educational system, distinct patterns of gender-based occupational segregation began to occur. Of those who left the education system, females were found to be over-represented in clerical positions while males were more likely to find traditional male blue collar jobs.

Labour Force Characteristics of Albertans Without High School Diplomas

In the past, lower levels of education were sufficient for most entry level jobs. As technological and societal changes occur, more education is necessary to access these positions. Today more jobs require at least a high school diploma.

The data in Table 3.16 and Figure 3.5 are taken from *Labour Force Characteristics of Albertans Without High School Diplomas* (January, 1990) prepared by Alberta Career Development and Employment (the original source of the data is the 1986 Census Statistics Canada). They indicate the disparities in labour force participation, employment and unemployment for Albertans age 15+ with varying levels of education. In summary, Albertans with less than high school completion had significantly lower labour force participation and employment levels, and higher unemployment than Albertans with more education.

Table 3.16

Labour Force Status of Albertans by Highest Level of Schooling

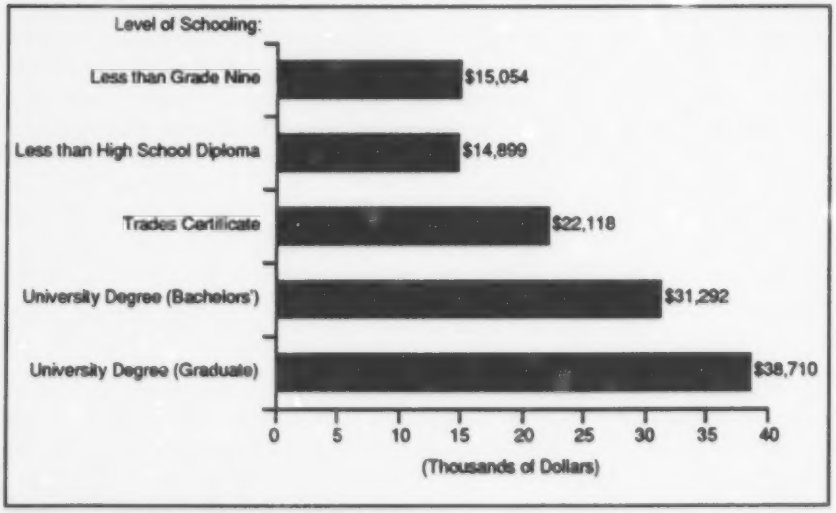
Highest Education Level	Participation Rate(%)	Employment Rate(%)	Unemployment Rate(%)
Less than Grade Nine	60.3	52.3	13.2
Less than High School Diploma	68.9	60.2	12.7
Trade Certificate	89.6	80.3	10.4
University Degree	91.0	86.6	4.9

Source: Statistics Canada 1986 Census
Note: Data are for Alberta population age 15+.

Employment income also varies significantly by level of education. Figure 3.7 shows that Albertans age 15+ whose highest level of education is less than a high school diploma had average annual incomes of approximately $15,000, while those whose highest level of education was a university degree or higher had average annual incomes of more than $30,000.

Figure 3.7

Average Annual Employment Income by Highest Level of Schooling, Alberta, 1985



Source: Statistics Canada, 1986 Census
Note: Data are for Alberta population age 15+.

1991 Alberta Study: Public Satisfaction with Education in Alberta

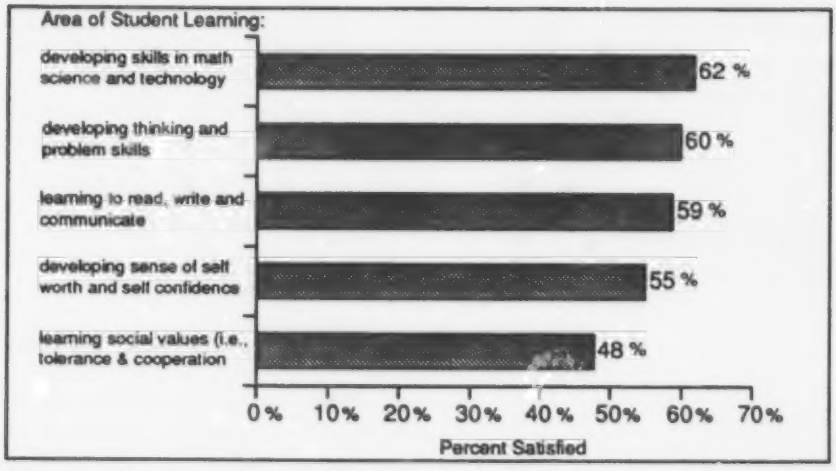
Public perception provides valuable feedback on the performance of the basic education system in Alberta. To determine how well Albertans think our schools are performing, Alberta Education participated in the 1991 Alberta Study conducted by the Population Research Laboratory, University of Alberta. A sample of 1,345 Albertans age 18 and over was interviewed by telephone in the spring of 1991 on a variety of current issues in the province, including education. Key findings from this study related to education follow.

When asked what needed improvement the most in schools, the most frequent responses were: "more/better discipline" (8.3%), "class size" (7.4%) and "raise standards" (6.3%). Twenty-seven percent answered "don't know" or did not respond, and 4.6% were satisfied with the school system as is.

When asked about satisfaction with student learning, about 60% were satisfied with "learning to read, write and communicate", "developing thinking and problem solving skills" and "developing skills in math, science and technology". Satisfaction was somewhat lower for "developing a sense of self worth and self esteem" (55%) and lowest for "learning social values" (48%). Figure 3.8 summarizes the study findings regarding satisfaction with various aspects of student learning.

Figure 3.8

Public Satisfaction with What Students are Learning, 1991

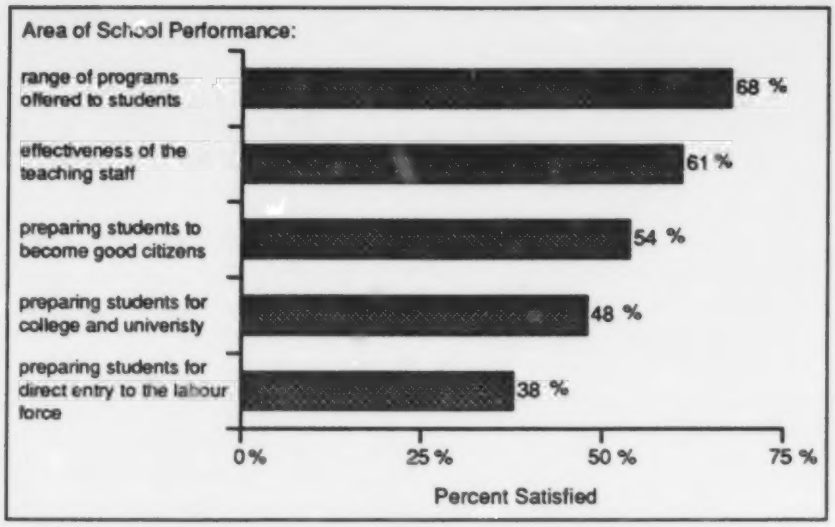


Source: University of Alberta - Population Research Laboratory

Regarding the performance of schools in the community, satisfaction was highest with "range of programs offered" (68%) and "effectiveness of the teaching staff" (61%); 55% were satisfied with schools "preparing students to become good citizens". Satisfaction with the performance of schools in "preparing students for college/university" was 48% and with "preparing students for the labor force" only 38%. Figure 3.9 (following page) summarizes study findings on public satisfaction with the performance of schools in the community.

Figure 3.9

Public Satisfaction with the Performance of Schools in the Community, 1991



Source: University of Alberta - Population Research Laboratory

Of all respondents, 23% felt the quality of education had improved in the last five years, 40% felt it had stayed the same, and 18% felt it had become worse; 19% answered "don't know" or did not respond. When asked to grade the schools in their community, 41% assigned schools a grade of A or B; 33% assigned C's; 9% gave schools a D or F, and 17% answered "don't know" or did not respond.

Responses of Demographic Subgroups

Survey results were analyzed to determine variations (if any) among demographic subgroups of respondents (by geographic area, gender, family status, age, education and household income). The following significant differences were noted.

* Respondents with children were more satisfied than those without.
* Respondents in town/village/rural areas were more satisfied than those in cities; dissatisfaction was highest in Calgary.
* Satisfaction was highest among 18-24 year olds and second highest among 30-39 year olds; 40-49 year olds were the most dissatisfied.
* Highly educated respondents were more likely to be dissatisfied.
* Respondents without children, those with lower incomes and/or education, older respondents and females were more likely to answer "don't know" or not respond.

Senior Executives' Views on Education in Alberta

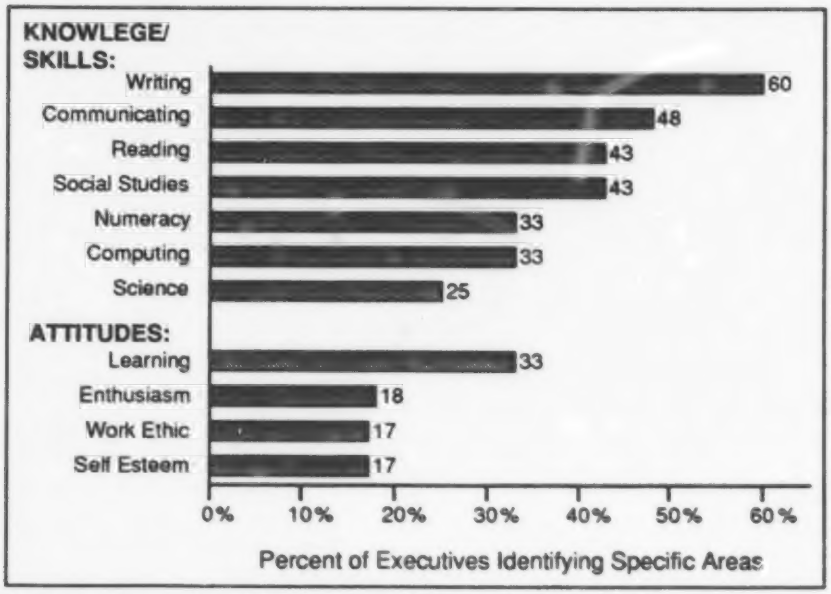
Private sector executives provide an important external perspective on the performance of the basic education system. To determine the strengths and weaknesses of our education system, Alberta Education solicited the views of Alberta commerce and industry. In the spring of 1991, 60 executives were interviewed. They represented a broad cross section of industries - commercial, industrial, professional and financial - and were located in Edmonton, Calgary, central and northern Alberta. The project was a small pilot study of the perceptions of Alberta business leaders in order to provide direction and a base for further study. The findings were analyzed in the following categories: expectations, areas of concern, areas needing improvements, and business involvement in education.

Expectations

Figure 3.10 presents the most frequently identified competencies and attitudes which these executives expect high school graduates to have. They expect a high degree of competence in writing, communicating, reading, social studies, numeracy, computing and science. They also expect positive attitudes toward learning, enthusiasm, a good work ethic and high self-esteem.

Figure 3.10

Senior Executives' Expectations of High School Graduates' Knowledge, Skills and Attitudes, 1991



Source: Meanwell and Barrington - Senior Executive Survey, 1991

Areas of Concern

The 60 executives were asked about areas of satisfaction with graduates. Most, however, preferred to identify areas of concern. Regarding high school graduates' knowledge and skills, 45% of executives interviewed expressed concern with graduates' writing skills (composition, grammar and spelling) and 35% expressed concern with graduates' communication skills (listening, understanding and making themselves understood). Regarding attitudes, the most frequently noted concerns were graduates' work ethic (30% of executives interviewed) and unrealistic job expectations (18%).

Areas Needing Improvement

Executives raised the following issues for improvement: streaming students, improved standards, program choice, classroom discipline, involvement of parents, rewarding good teachers, and balance between the trades and university streams.

Business Involvement

About half of the executives (47%) stated that their organizations are either going into schools (mainly for career days) or should be going into them to expose students to business matters. About a third (32%) indicated their organizations are either bringing or should be bringing students into the work place for experience and exposure to business and the world of work. Twenty-eight percent indicated that business and education must cooperate more effectively. Executives wanted continued involvement in discussing the findings and in helping to make improvements.

Summary / Conclusion

Business executives hold high expectations for Alberta graduates, particularly in writing, communicating, reading, and social studies. They are most concerned about graduates' and young peoples' abilities in writing, communicating, numeracy and reading, and the apparent lack of a good work ethic in many young people. Generally, they are less concerned (or actually satisfied) with abilities and attitudes in other areas.

The results of this study provide a starting point for further discussion with these executives and a way for them to become more involved in education. Many issues have been raised for further investigation and resolution. The study was the first time Alberta Education has asked business and industry for their perceptions of the quality of our graduates.

National and International Studies in Education

National and international comparative studies provide a snapshot of how well students from different provinces and countries do on selected tasks at a particular point in time. These studies provide an opportunity to assess how well Alberta students perform compared to their peers around the world. The results of two studies that Alberta participated in are described below.

Second International Science Study

In the mid-1980s, Canada participated in the *Second International Science Study*, conducted by the *International Association for the Evaluation of Educational Achievement* (IEA). About 20,000 Canadian students participated in the study. The results provided 1984 benchmark information in Alberta and Canada about science achievement for students at three levels: 10-year-olds (grade 5), 14-year-olds (grade 9) and those in the last year of secondary school (grade 12/13).

Alberta ranked fifth on the grade 5 test, and first on the grade 9 test, compared with other provinces. In grade 12/13 science subjects, Alberta ranked third in biology, fourth in chemistry, and second in physics.

Canada ranked near the top in grades 4/5 and 8/9, but was near bottom in grade 12/13 science subjects, compared with other countries. In grade 4./5 science, Canada ranked 6th among 15 countries, and in grade 8/9 science, Canada ranked 4th among 17 countries. At the grade 12/13 level, Canada ranked 11th in biology, 12th in chemistry and 11th in physics. The low standing was partly due to more Canadian students taking science courses compared to students from other countries (28% took biology, 25% chemistry and 19% physics). Many countries had fewer than 10% of their senior students taking these courses. Table 3.17 compares science achievement results for Alberta with other provinces and countries.

Table 3.17

Science Achievement in Alberta, Canada and Other Countries

	(Average Percent Correct)				
National[1]	**Highest**		**Alberta**	**Lowest**	
Gr. 5 Core	Manitoba	62.2	59.7	50.8	Newfoundland
Gr. 9 Core	Alberta	65.8	65.8	56.3	P.E.I
Gr. 12/13 Biology	Ontario	47.1	45.3	35.1	P.E.I.
Gr. 12/13 Chemistry	B.C.	42.3	36.7	27.2	Saskatchewan
Gr. 12/13 Physics	B.C.	44.1	40.1	27.9	Newfoundland
International[2]	**Highest**		**Canada**	**Lowest**	
Gr. 4/5 Core	Japan/Korea	64.2	57.1	39.6	Phillipines
Gr. 8/9 Core	Hungary	72.3	62.0	38.3	Phillipines
Gr. 12/13 Biology	Singapore	66.8	45.9	37.9	U.S.A.
Gr. 12/13 Chemistry	Hong Kong	77.0	36.9	33.3	Finland
Gr. 12/13 Physics	Hong Kong	39.6	28.0	Italy	

Sources: 1. Crocker, R.K. (1989). *Science Achievement in Canada: Interprovincial Comparisons (Research Report #2).* Newfoundland Task Force on Mathematics and Science Education.

2. International Association for the Evaluation of Educational Achievement (IEA). (1988). *Science Achievement in 17 Countries: A Preliminary Report.* Oxford: Pergamon Press.

International Assessment of Education Progress II

In 1991, Canada participated in the *International Assessment of Educational Progress II* an assessment of the mathematics and science achievement of 13-year-old students. Nine of the ten provinces participated (Alberta and three other provinces, included English-speaking students only; the other five provinces included separate samples of French and English speaking students).

Twenty countries participated in this assessment; fifteen countries assessed a representative sample of students and five other countries participated in assessing special populations.

In total, about 175,000 9- and 13-year-olds were tested in 13 different languages. Almost 2,900 Alberta 13-year-old students from 119 schools completed the IAEP II mathematics and science tests.

In science, Alberta's average percent correct score of 74, ranked first among the provinces. Internationally, this was exceeded only by students in Korea (78%) and Taiwan (76%). The Canadian average was 69%. Provincial scores ranges from 74% in Alberta to 60% in Ontario (French).

In mathematics, Alberta's average percent correct score of 64, ranked fourth among the provinces. Internationally, Alberta ranked in the middle of the 15 countries with representative samples. The national averages ranged from 73% in Korea to 40% in Jordan. The Canadian average was 62%. Provincial averages ranged from 69% in Quebec (French) to 53% in Ontario (French). Table 3.18 summarizes outcomes for Alberta students compared to those in other provinces and countries.

Table 3.18

IAEP II Science and Math Results for 13-Year-Olds, 1991

		(Average Percent Correct)			
		Highest	Alberta	Lowest	
Science (Age 13):					
National Results	Alberta	74	74	60	Ontario (Fr)
Internationals Results	Korea	78	74	57	Jordan
Mathematics (Age 13):					
National Results	Quebec (Fr)	69	64	53	Ontario (Fr)
International Results	Korea	73	64	40	Jordan

Source: 1. Lapointe, A.E., Askew, J.M. and Mead, N.A.. Learning Science (IAEP II), Educational Testing Service, Princeton, N.J., 1992
2. Lapointe, A.E., Mead, N.A. and Askew, J.M.. Learning Mathematics (IAEP II), Educational Testing Service, Princeton, N.J., 1992.

Note: "Fr" indicates results for the French sample in that province.

Appendix 1

Early Childhood Services Enrolments, With Projections, 1973/74 - 2000/2001

School Year	Public/Separate	Private	Total
1973/74	10,661	5,322	15,893
1980/81	21,639	10,662	32,301
1985/86	29,414	8,165	37,579
1986/87	30,866	8,207	39,073
1987/88	32,090	7,865	39,955
1988/89	33,773	7,355	41,128
1989/90	34,506	6,721	41,227
1990/91	34,815	6,448	41,263
	Projections		
1995/96	—	—	45,893
2000/01	—	—	47,443

Source: Alberta Education – Finance Branch

Notes:
1. Early Childhood Services enrolment projections include public, separate and private schools.
2. Enrolments exclude Lloydminster and include the Alberta School for the Deaf.
3. Enrolment projections are based on Alberta Bureau of Statistics' Short Term Population Projection (1991-1994).

Appendix 2

Grades 1-12 Public and Separate School Enrolments, With Projections, 1950/51 - 2000/2001

School Year	Elementary	Junior High	Senior High	Total
1950/51	111,037	40,744	22,188	173,969
1955/56	143,062	52,815	28,072	223,949
1960/61	177,886	73,308	43,341	294,435
1965/66	209,074	88,233	64,851	362,158
1970/71	228,405	105,537	90,022	423,964
1975/76	205,550	115,521	100,714	421,785
1980/81	209,794	104,339	102,883	417,016
1985/86	214,059	102,269	104,924	421,252
1986/87	215,983	100,972	106,417	423,372
1987/88	217,571	100,700	105,629	423,900
1988/89	223,252	102,128	105,432	430,812
1989/90	229,943	103,984	105,940	439,867
1990/91	237,721	105,859	108,219	451,797
		Projections		
1995/96	263,674	123,285	125,338	512,297
2000/01	284,107	133,873	141,445	559,425

Source: Alberta Education – Finance Branch

Notes:
1. Historical enrolments for Elementary Special Education, Junior High Special Education, and Senior High Special Education are included.
2. Historical enrolments exclude Lloydminster and School for the Deaf.
3. Enrolment projections are based on Alberta Bureau of Statistics' Short Term Population Projection (1991-1994).

Appendix 3

Grade 12 Enrolments (Public/Separate/Private), 1979/80 - 1990/91

School Year	Public/Separate	Private	Total
1979/80	32,267	1,118	33,385
1980/81	32,725	1,223	33,948
1981/82	33,001	1,327	34,328
1982/83	32,964	1,520	34,484
1983/84	34,163	1,554	35,717
1984/85	35,618	1,816	37,434
1985/86	35,401	1,857	37,258
1986/87	36,489	1,837	38,326
1987/88	37,646	1,850	39,496
1988/89	37,548	1,749	39,297
1989/90	37,996	1,722	39,718
1990/91	39,037	1,875	40,912

Source: Alberta Education – Finance Branch
Note: Includes School for the Deaf, excludes Lloydminster.

Appendix 4

Secondary School Participation Rates, Ages 14-19, (Public/Separate/Private), 1979/80 - 1990/91

	Participation Rate (%)						
School Year	Age 14	15	16	17	18	19	14-19
1979/80	98.4	96.5	83.8	55.4	9.8	1.9	55.0
1980/81	97.2	94.4	84.7	55.4	10.4	1.8	53.8
1981/82	97.2	92.8	82.8	55.3	10.6	2.2	52.9
1982/83	99.2	94.0	85.1	56.1	13.4	3.2	54.4
1983/84	100.0	95.3	87.1	59.0	16.1	3.9	56.6
1984/85	99.8	98.9	90.0	62.9	18.1	4.7	59.6
1985/86	100.0	98.7	93.2	64.3	19.8	4.8	61.8
1986/87	100.0	98.1	92.6	66.1	21.3	5.6	62.6
1987/88	98.5	96.0	89.9	66.9	22.3	6.2	62.7
1988/89	100.0	96.5	91.1	66.3	23.6	6.5	62.6
1989/90	100.0	98.4	92.1	68.3	25.1	7.2	63.4
1990/91	99.5	98.8	94.0	70.7	26.7	7.3	64.6

Sources: Enrolment Data: Alberta Education – Finance Branch
Population Data: Statistics Canada Catalogue #91-210 (Annual)
Notes: 1. Excludes Lloydminster.
2. The participation rate for each age is the ratio of enrolment (as of September 30th) to population (as of June the 1st of the same year).

Appendix 5

Schools, FTE Student Enrolments, Certified Staff, FTE Teaching Time Total and Student/FTE Teacher Ratio by Jurisdiction, 1990/91

Legal No.	Divisions	Schools	FTE Student Enrolment	Certified Staff	FTE Teaching Time Total	Student/ FTE Teacher Ratio
1	Berry Creek	2	138.0	16	12.7	10.8
2	Cardston	19	3,278.0	193	159.9	20.5
4	Cypress	9	757.0	58	49.9	15.2
6	Taber	14	2,343.0	150	121.9	19.2
8	Acadia	8	604.0	49	39.4	15.4
9	Rangeland	6	912.0	58	45.1	20.2
10	Peace River	12	2,630.5	182	140.4	18.7
12	Yellowhead	17	4,969.0	311	236.6	21.0
15	Rocky Mountain	8	2,921.5	171	140.5	20.8
16	Neutral Hills	4	531.0	41	32.7	16.3
24	Sturgeon	11	4,382.5	258	202.2	21.7
28	Willow Creek	17	2,674.5	181	147.5	18.1
29	Pincher Creek	7	1,122.0	74	59.6	18.8
30	Starland	5	472.0	44	32.5	14.5
32	Wainwright	7	1,525.0	105	86.3	17.7
33	Provost	7	696.0	53	46.2	15.1
37	Westlock	9	2,216.5	138	107.8	20.6
38	Foothills	19	5,446.5	320	255.9	21.3
41	Rocky View	28	9,351.5	543	431.7	21.7
47	Spirit River	9	1,236.0	88	67.8	18.2
48	High Prairie	12	3,608.0	236	185.2	19.5
50	Fairview	8	1,590.5	99	72.3	22.0
51	Lac La Biche	9	2,237.0	145	110.3	20.3
52	Fort Vermillion	14	2,917.5	186	159.8	18.3
54	East Smoky	9	1,847.0	130	105.2	17.6
60	Three Hills	10	1,478.0	104	85.6	17.3
61	Northland	26	2,704.0	203	172.2	15.7
62	Drumheller Valley	3	1,131.0	71	56.9	19.9
63	Crowsnest Pass	4	1,300.0	77	58.8	22.1
64	Mount Rundle	2	1,064.0	66	58.4	18.2
65	Twin Rivers	7	2,461.0	145	112.4	21.9
	Consolidated Districts					
8	Barons	2	69.0	5	4.0	17.3
69	Falher	1	278.5	19	16.2	17.2
	Roman Catholic Public Districts					
35	Thibault	4	1,572.0	99	77.5	20.3

Appendix 5 (cont.)

Schools, FTE Student Enrolments, Certified Staff, FTE Teaching Time Total and Student/FTE Teacher Ratio by Jurisdiction, 1990/91

Legal No.	Counties	Schools	FTE Student Enrolment	Certified Staff	FTE Teaching Time Total	Student/ FTE Teacher Ratio
1	Grande Prairie	15	3,691.0	217	179.3	20.6
2	Vulcan	14	1,154.0	84	69.8	16.5
3	Ponoka	11	2,897.0	172	139.1	20.8
4	Newell	14	1,432.5	99	82.1	17.4
5	Warner	19	1,836.0	114	93.7	19.6
6	Stettler	13	920.5	64	51.3	18.0
7	Thorhild	4	662.0	45	38.6	17.2
8	Forty Mile	13	895.5	65	48.3	18.6
9	Beaver	8	1,791.0	115	88.0	20.4
10	Wetaskiwin	12	2,298.0	147	118.9	19.3
11	Barrhead	9	2,370.0	148	117.1	20.2
12	Athabasca	9	1,943.0	114	93.0	20.9
13	Smoky Lake	5	762.0	57	47.0	16.2
14	Lacombe	14	3,953.5	239	187.6	21.1
16	Wheatland	20	2,519.0	165	136.8	18.4
17	Mountain View	13	4,399.0	286	220.8	19.9
18	Paintearth	6	897.0	63	52.1	17.2
19	St. Paul	6	1,769.5	119	93.8	18.9
20	Strathcona	29	11,631.5	766	549.1	21.2
21	Two Hills	6	693.5	49	40.9	17.0
22	Camrose	10	1,720.0	116	93.5	18.4
23	Red Deer	15	5,093.0	296	236.9	21.5
24	Vermilion River	10	2,339.0	155	123.4	19.0
25	Leduc	14	4,111.5	266	203.3	20.2
26	Lethbridge	18	2,680.0	173	141.2	19.0
27	Minburn	9	1,356.0	96	75.4	18.0
28	Lac Ste. Anne	11	2,601.5	154	123.9	21.0
29	Flagstaff	10	1,902.0	128	101.3	18.8
30	Lamont	6	1,576.0	112	89.2	17.7
31	Parkland	22	9,108.0	565	437.5	20.8
	Department of National Defense					
4981	Ralston	1	174.0	12	10.7	16.3
4986	Canadian Forces	2	525.5	40	30.8	17.1
5012	Mynarski Park	1	62.5	5	4.0	15.6
5029	Medley	3	777.5	69	56.4	13.8

Appendix 5 (cont.)

Schools, FTE Student Enrolments, Certified Staff, FTE Teaching Time Total and Student/FTE Teacher Ratio by Jurisdiction, 1990/91

Legal No.	Public Districts	Schools	FTE Student Enrolment	Certified Staff	FTE Teaching Time Total	Student/ FTE Teacher Ratio
3	St. Albert	8	3,996.5	243	193.5	20.7
7	Edmonton	199	72,524.5	4,453	3,517.4	20.6
19	Calgary	207	90,429.5	5,641	4,374.3	20.7
51	Lethbridge	19	7,921.5	483	377.8	21.0
76	Medicine Hat	20	6,424.5	384	304.1	21.1
102	Banff	2	512.5	37	33.0	15.5
104	Red Deer	26	8,154.0	509	391.8	20.8
264	Wetaskiwin	7	2,316.0	139	109.4	21.2
297	Leduc	7	2,573.5	163	124.8	20.6
647	Stirling	1	307.5	18	15.0	20.5
1315	Camrose	6	2,094.0	134	100.7	20.8
1475	Stettler	3	1,240.5	89	70.1	17.7
1699	Exshaw	1	157.0	15	12.0	13.1
1738	Legal	2	368.5	32	24.0	15.3
2092	Brooks	6	2,305.5	136	116.1	19.9
2228	St. Paul	3	776.0	60	49.2	15.8
2283	Redcliff	3	640.0	38	33.3	19.2
2357	Grande Prairie	10	4,620.0	285	232.8	19.9
2357	Whitecourt	3	1,314.0	80	68.4	19.2
2833	Fort McMurray	13	4,574.0	270	205.1	22.3
3063	Jasper	2	485.5	39	28.7	17.0
4233	Waterton Park	1	20.0	2	2.0	10.0
4910	Grovedale	1	153.5	13	9.9	15.5
4972	Devon	3	1,035.5	64	50.2	20.6
5054	St. Isidore	1	251.5	20	16.2	15.6
5109	Swan Hills	1	430.5	31	26.1	16.5
5258	Grande Cache	3	970.5	59	43.2	22.5
5460	Lakeland	13	3,509.0	202	155.3	22.6
	Protestant Separate Districts					
5	Glen Avon	1	430.0	29	22.8	18.8
6	St. Albert	12	5,846.0	361	284.0	20.6
	Regional School Districts					
1	St. Paul	1	455.0	31	23.0	19.8

Appendix 5 (cont.)

Schools, FTE Student Enrolments, Certified Staff, FTE Teaching Time Total and Student/FTE Teacher Ratio by Jurisdiction, 1990/91

Legal No.	Separate Districts	Schools	FTE Student Enrolment	Certified Staff	FTE Teaching Time Total	Student/ FTE Teacher Ratio
1	Calgary	70	29,096.5	1,657	1,233.3	23.6
7	Edmonton	82	28,552.0	1,691	1,346.4	21.2
9	Lethbridge	8	2,687.0	164	123.4	21.8
15	Wetaskiwin	2	468.0	28	21.4	21.9
16	Vegreville	2	482.0	28	22.3	21.6
17	Red Deer	8	2,556.5	156	126.6	20.2
18	Pincher Creek	1	462.0	28	25.7	18.0
21	Medicine Hat	8	2,045.5	133	105.2	19.4
23	Theresetta	1	71.0	7	4.7	15.2
25	Drumheller	1	266.0	17	12.7	21.0
28	Grande Prairie	6	1,655.5	100	75.6	21.9
30	McLennan	1	129.0	10	8.2	15.8
31	Wainwright	1	510.0	29	23.0	22.2
32	Fort McMurray	9	3,608.0	218	170.7	21.1
35	Fairview	1	345.5	22	19.0	18.2
36	Spirit River	1	65.0	3	3.0	21.7
43	North Peace	5	1,227.5	71	55.3	22.2
49	Killam	1	28.0	3	2.9	9.6
50	Assumption	1	43.0	4	4.0	10.8
51	Sexsmith	1	126.0	6	5.1	24.7
54	Taber	2	466.0	26	21.9	21.3
56	High Prairie	1	510.0	31	24.7	20.7
60	Camrose	2	431.0	29	23.4	18.4
65	Provost	1	187.0	17	13.6	13.8
68	Beaverlodge	1	89.0	4	3.7	24.4
73	Coaldale	1	259.0	14	11.7	22.2
79	Picture Butte	1	181.5	10	8.9	20.4
82	Bow Island	1	137.0	11	10.1	13.5
84	Valleyview	1	89.0	6	5.0	17.8
94	Whitecourt	2	508.0	35	30.1	16.9
95	Ponoka	1	226.5	13	10.4	21.8
97	Vermilion	1	382.0	23	20.5	18.7
104	Fort Saskatchewan	3	746.0	56	40.0	18.6
105	Sherwood Park	8	2,950.5	178	136.5	21.6
110	Westlock	1	371.5	25	20.2	18.4
111	Drayton Valley	1	419.5	25	20.8	20.2
128	Spruce Grove	2	828.0	46	34.6	24.0
131	Rocky Mtn. House	1	300.0	15	14.2	21.1
132	Leduc	3	810.5	49	39.1	20.7
150	Lakeland	5	1,446.0	94	75.7	19.1
151	Stony Plain	1	467.5	25	22.9	20.4
153	Edson	1	419.0	26	21.0	20.0
155	Hinton	1	461.0	25	20.3	22.7
340	Okotoks	1	252.5	17	15.2	16.7

Appendix 6

Grades 1-12 Private School Enrolment, 1979/80 - 1990/91

School Year	Accredited Private Schools	Student Enrolment				Total Alberta Grades 1-12 Enrolments Public/Sep. & Private	Percent Private
		Elem.	Junior High	Senior High	Total		
1979/80	69	2,446	1,269	2,298	6,013	421,608	1.4
1980/81	77	3,036	1,539	2,429	7,004	424,020	1.7
1981/82	80	3,690	1,884	2,644	8,218	427,874	1.9
1982/83	99	4,945	2,642	3,467	11,054	434,744	2.5
1983/84	116	5,449	2,947	3,640	12,036	434,800	2.8
1984/85	111	5,723	2,902	3,867	12,492	433,124	2.9
1985/86	133	6,603	3,035	3,989	13,627	434,879	3.1
1986/87	136	6,487	2,980	3,898	13,365	436,737	3.1
1987/88	134	6,671	2,966	3,905	13,542	437,442	3.1
1988/89	134	6,848	3,047	3,535	13,430	444,155	3.0
1989/90	134	7,280	3,115	3,554	13,949	453,816	3.1
1990/91	141	7,718	3,283	3,862	14,863	466,660	3.2

Source: Alberta Education – Finance and Support Services

Notes:
1. Students enrolled in special education programs are included.
2. Enrolments represent students in all registered private schools (funded, accredited and non-accredited). Enrolments exclude Lloydminster, language schools and ECS private operators.
3. Accredited private schools include funded private schools as well as language schools.

Appendix 7

Language Program Enrolments, 1983/84 - 1990/91

Year	French Minority	French Immersion	French as a Second Language	English as a Second Language	Bilingual	Other Second Languages	Total Language Program Enrolments
1983/84	1,056	16,767	107,465	– NA –	1,999	3,700	– NA –
1984/85	1,394	18,876	115,145	3,657	2,698	3,781	145,551
1985/86	1,529	19,583	124,667	3,681	2,812	3,731	156,003
1986/87	1,744	22,230	134,178	3,995	2,800	3,956	168,903
1987/88	2,091	24,095	146,726	4,210	2,835	3,698	183,655
1988/89	2,307	26,038	154,285	5,345	2,878	3,802	194,655
1989/90	2,573	27,396	162,164	6,483	3,004	6,965	208,585
1990/91	2,762	28,263	165,625	8,067	3,245	6,679	214,641

Source: Alberta Education – Language Services

Notes:
1. Bilingual programs refer to languages other than English and French.
2. Second language courses are senior high school courses.
3. NA = not available.
4. The large increase in Other Second Language Program enrolments in 1989-90 was due partly to the introduction of the new Cree language program that year, and also to significant increases in enrolment for Second Languages, German, Spanish and Ukrainian programs.

Appendix 8.1

Number of Teachers by gender, 1979/80 - 1 990/91

School Year	Male	%	Female	%	Total
1979/80	10,523	43.7	13,550	56.3	24,073
1980/81	10,455	42.5	14,146	57.5	24,601
1981/82	10,556	42.2	14,450	57.8	25,016
1982/83	10,889	41.5	15,333	58.5	26,222
1983/84	11,000	41.2	15,668	58.8	26,668
1984/85	11,118	41.0	15,975	59.0	27,093
1985/86	11,057	40.5	16,249	59.5	27,306
1986/87	10,919	40.1	16,341	59.9	27,260
1987/88	10,753	39.6	16,383	60.4	27,136
1988/89	10,644	39.1	16,588	60.9	27,232
1989/90	10,835	38.1	17,584	61.9	28,419
1990/91	10,948	37.5	18,224	62.5	29,172

Source: Alberta Education – Information Services

Notes:
1. Numbers are actual teacher counts including all certificated staff in schools, administrative as well as classroom teaching staff. Central office staff are excluded.
2. Statistics exclude teachers in private schools.
3. Teacher statistics should be interpreted with caution because of under-reporting (estimated at 0.5%).

Appendix 8.2

Number of Teachers by Position Type and Gender, 1989/90 - 1990/91

	Male		Female		Totals	
	1989/90	1990/91	1989/90	1990/91	1989/90	1990/91
Administration:						
Superintendent	100	98	4	4	104	102
Assistant Superintendent	132	113	92	77	224	190
Principal	1,148	1,136	245	254	1,393	1,390
Assistant/ Assoc. Principal	803	805	285	316	1,088	1,121
Department Head	369	345	128	127	497	472
Other	269	254	317	342	586	596
Sub-Total	2,821	2,751	1,071	1,120	3,892	3,871
Teaching:						
Regular 1-12	6,212	6,433	11,988	12,509	18,200	18,942
Special Education	393	390	1,472	1,518	1,865	1,908
Home Economics	3	3	365	372	368	375
Industrial Ed.	577	557	57	57	634	614
ECS	9	10	981	1,004	990	1,014
Extension	26	16	138	132	164	148
Business	128	128	153	145	281	273
Interim	4	2	5	2	9	4
Substitute	95	100	255	254	350	354
Sub-Total	7,447	7,639	15,414	15,993	22,861	23,632
Support Staff [3]	559	550	1,092	1,076	1,651	1,626
Unspecified	8	8	7	35	15	43
Total	10,835	10,948	16,587	16,224	28,412	29,172

Source: Alberta Education – Information Services

Notes:
1. Numbers are actual teacher counts which include all certificated staff (Early Childhood Services to Grade 12), administrative, as well as classroom teaching staff in schools (central office staff not included). Private school teachers are excluded.
2. Teacher statistics should be interpreted with caution because of under-reporting (estimated at 0.5%)
3. Support staff include librarian, guidance counsellor, psychologist, clinician, consultant, L.D.F. personnel, work experience coordinator, ECS consultant, ECS staff development, and other ECS positions.

Appendix 8.3

Number of Teachers by Age Group, 1975/76 - 1990/91

School Year	<30	31-40	41-49	50+	Unspecified	Total	Average Age
1975/76	9,327	6,767	3,812	3,201	114	23,131	36.1
1980/81	8,188	9,081	4,498	2,826	8	24,601	36.4
1981/82	7,529	9,471	4,973	3,027	16	25,016	37.0
1982/83	7,682	10,054	5,392	3,087	7	26,222	37.1
1983/84	7,140	10,458	5,945	3,121	4	26,668	37.5
1984/85	6,559	10,714	6,689	3,127	4	27,093	38.0
1985/86	6,151	10,880	7,179	3,092	4	27,306	38.3
1986/87	5,761	10,879	7,575	3,034	11	27,260	38.6
1987/88	5,272	10,670	8,134	3,056	2	27,136	39.0
1988/89	4,979	10,247	8,936	3,069	1	27,232	39.2
1989/90	5,217	10,159	9,760	3,282	1	28,419	39.4
1990/91	5,645	10,055	10,168	3,301	3	29,172	39.4

Source: Alberta Education – Information Services

Notes:
1. Numbers are actual teacher counts which include all certificated staff, ECS to Grade 12, administrative as well as classroom teaching staff.
2. Statistics exclude teachers in private schools.
3. Teacher statistics should be interpreted with caution because of under-reporting (estimated at 0.5%).

Appendix 8.4

Percentage of Teachers By Highest University Degree, Median Years of Teaching Experience By Gender, 1981/82 - 1990/91

School Year	Master's & Doctorate M	F	T	Bachelor's Degree M	F	T	Total With Degrees M	F	T
1981/82	7.0	3.2	10.2	34.3	48.3	82.7	41.4	51.5	92.9
1982/83	6.9	3.2	10.1	33.9	49.9	83.8	40.8	53.1	93.9
1983/84	7.0	3.6	10.6	33.5	50.5	84.1	40.6	54.1	94.7
1984/85	7.1	3.9	11.0	33.3	50.7	84.1	40.4	54.6	95.0
1985/86	7.2	3.9	11.1	32.7	51.9	84.5	39.9	55.8	95.7
1986/87	7.1	4.1	11.2	32.4	52.6	85.1	39.5	56.8	96.3
1987/88	7.2	4.4	11.6	32.0	53.0	85.0	39.2	57.4	96.6
1988/89	7.3	4.5	11.8	31.4	53.7	85.2	38.7	58.3	96.9
1989/90	7.1	4.7	11.8	30.7	54.8	85.5	37.8	59.5	97.3
1990/91	7.0	4.9	11.9	30.3	55.4	85.7	37.2	60.3	97.5

Source: Alberta Education – Information Services

Notes:
1. Statistics include teachers in public and separate schools, and exclude teachers in private schools.
2. Teacher statistics should be interpreted with caution because of under-reporting (estimated at 0.5%).

Appendix 8.5

Average Years of Teaching Experience, Average Teacher Salaries, 1981/82 - 1990/91

School Year	Average Years of Teaching Experience	Average Salary: Current $[1]	Percent Annual Increase	Alberta CPI 1986 = 100[2]	Average Salary: Constant $[3]
1981/82	11.2	27,320	12.7	78.1	34,865
1982/83	11.9	32,139	17.6	87.0	36,941
1983/84	12.3	33,749	5.0	91.5	36,884
1984/85	12.6	34,084	1.0	93.9	36,298
1985/86	12.6	35,759	4.9	97.7	36,793
1986/87	12.8	37,228	4.1	100.0	37,228
1987/88	13.2	39,234	5.4	104.0	37,725
1988/89	13.3	40,353	2.8	106.8	37,784
1989/90	13.4	42,212	4.6	111.3	37,926
1990/91	13.5	44,414	5.2	117.7	37,735

Sources: Alberta School Boards' Association (for Average Teacher Salaries)
Alberta Treasury – Bureau of Statistics (for Alberta Consumer Price Index)
Alberta Education – Information Services (for Teaching Experience)

Notes:
1. "Average Salaries: Current $" is a weighted average. Weighting is based on the number of teachers in each school jurisdiction.
2. Consumer Price Index figures are for the calander year in Alberta.
3. "Average Salaries: Constant $" is based on the Consumer Price Index for Alberta and illustrates changes in average salary adjusted for inflation.

Appendix 8.6

Educational Staff Statistics, By Jurisdiction Type, 1990/91

Grade Levels Taught	Public	Private School	ECS Private Operators	Other	Total
No Grades Specified	2,214	72	15	202	2,503
Spec. Ed. only	1,657	63	2	49	1,771
ECS only	1,037	49	107	10	1,203
Gr 1-6 (no ECS)	11,288	268		143	11,699
Gr 1-6 (and ECS)	563	17		8	588
JR High	4,372	84		47	4,503
SR High	4,156	150		149	4,455
EL - JR (no ECS)	1,290	104		40	1,434
EL - JR (and ECS)	96	11		3	110
JR - SR High	2,081	105		101	2,287
EL & SR High	41	5		1	47
EL-JR-SR (no ECS)	344	41		69	454
EL-JR-SR (and ECS)	33	2		6	41
Total	29,172	971	124	828	31,095

Source: Alberta Education – Information Services

Notes:
1. These counts include all certificated educational personnel, including administrative and/or support staff who may not be teaching, and Central Office staff. Substitute and relieving teachers are not included.
2. Teachers who teach special education only have been included in the 'Spec. Ed. Only' count (i.e,. they have not been categorized as to the level they teach).
3. Teachers who teach Special Education along with other grades have been categorized on the basis of the GRADES taught, without taking the Special Education levels into consideration (e.g. A teacher teaching grades 1-3 and junior high special education will be categorized as 'Gr 1-6').
4. PUBLIC - includes all Counties, School Divisions, Public, Separate, and Regional School Districts, and DND Districts.
5. OTHER - includes provincial government institutions (AVCs, Alberta School for the Deaf, etc.), schools in provincial and federal jails, and Indian Affairs Schools.
6. PRIVATE schools include categories 1, 2 and 3 only. (Non-accredited private schools are not included).

Appendix 9

Student/Certificated Staff Ratio for ECS to Grade 12, Public and Separate Schools, 1981/82 - 1990/91

School Year	FTE Students	FTE Certificated Teachers	Students/FTE Certificated Staff Ratio	FTE Teaching Time Teachers	Students/ FTE Teaching Time Ratio
1981/82	431,278	23,743	18.2	18,655.0	23.1
1982/83	436,734	25,276	17.3	19,606.4	22.3
1983/84	436,614	25,647	17.0	20,393.7	21.4
1984/85	434,465	26,030	16.7	20,827.7	20.9
1985/86	435,959	26,150	16.7	21,096.0	20.7
1986/87	438,805	26,111	16.8	21,306.2	20.6
1987/88	439,945	25,904	17.0	21,205.8	20.7
1988/89	447,611	26,018	17.2	21,321.5	21.0
1989/90	457,028	27,097	16.9	22,248.0	20.5
1990/91	469,205	27,812	16.9	22,912.5	20.5

Source: Alberta Education – Information Services

Notes:

1. Full Time Equivalent students are calculated based on 0.5 of Early Childhood Services enrolment and 1.0 of Grades 1-12 enrolment in public and separate schools.
2. Full Time Equivalent teachers include all certificated staff (classroom teachers, administrative and support staff).
3. The Student/ FTE Certificated Staff ratio is calculated based on all certificated staff.
4. 1981-82 to 1983-84 teacher statistics discrepancies are due to recreating files. For the purposes of this document, these statistics are being used since they are calculated the same way as is currently done.
5. Teacher statistics should be interpreted with caution because of under-reporting (estimated at 0.5%).

Appendix 10

Alberta School Board Expenditures/Revenues, 1974 - 1990/91

Calendar Year	Total Expenditures	Local Contribution to SFPF	Provincial Contribution to SFPF	Other Provincial Grants	Local Supplementary Requisition (Tax on Property)	Other Revenue	Total Revenue
			(Thousands of Dollars)				
1974	493,767	64,025	305,601	28,709	74,041	19,242	491,618
1975	611,894	53,706	368,202	61,894	106,963	23,771	614,536
1976	690,229	57,495	411,183	58,015	130,325	28,788	685,806
1977	771,220	67,838	448,030	63,923	161,194	36,635	777,620
1978	850,127	77,070	474,030	73,230	192,076	39,324	855,731
1979	957,749	91,317	501,216	86,784	232,623	47,245	959,185
1980	1,069,481	103,682	528,018	109,020	281,351	54,670	1,076,741
1981	1,310,972	123,873	615,073	135,004	368,711	65,586	1,308,247
1982	1,596,244	146,628	717,936	175,109	472,646	79,579	1,591,898
1983	1,714,550	155,126	774,414	194,068	519,058	87,559	1,730,225
1984	1,811,575	153,150	807,921	198,582	551,620	102,669	1,813,942
1985	1,914,063	147,827	849,899	224,631	582,525	103,846	1,908,728
Stub 1986	1,990,319	141,270	893,025	242,618	621,720	102,393	2,001,026
School Year							
1986-87	2,041,395	150,320	893,280	243,853	653,864	105,019	2,046,336
1987-88	2,057,498	154,611	873,470	223,672	690,348	121,015	2,063,116
1988-89	2,183,620	162,825	901,039	253,949	740,023	123,249	2,181,085
1989-90	2,384,232	175,605	968,470	285,142	817,619	137,008	2,383,843
1990-91E	2,496,993	199,504	1,002,261	280,053	883,536	129,931	2,495,285

Sources: Alberta Education – Finance Services Branch
School Business Administration Branch

Notes:

1. Statistics exclude Department of National Defense; revenue and expenditure statistics exclude Lloydminster. The local SFPF contribution includes revenues from the City of Lloydminster.
2. School Foundation Program Fund (SFPF) is funded by a local tax levy on non-residental property and from the general revenues of the province. This fund provides basic support for instruction, transportation and debt retirement.
3. The 1986 local contribution to the SFPF is matched with the 1986 stub year revenues. From then on the calendar year SFPF is matched with the last 8 months of the school fiscal year (i.e; 86-87 matched with 1987 local contribution to SFPF).
4. Revenues and Expenditures: Stub 1986 is a 12 month equivalent, consisting of 1.5 times the Jan. to Aug. 1986 Audited Financial Statement of divisions and districts changing to the school fiscal year plus the calendar 1986 Audited Financial Statement of the remaining divisions, districts and counties. 1986-87 consists of the 1986-87 Audited Financial Statement of divisions and districts reporting on the school fiscal year plus 1.5 times the Jan. to Aug. 1987 Audited Financial Statement of divisions and districts changing to the school fiscal year plus calendar 1987 Audited Financial Statement of counties. 1987-88 consists of 1987-88 Audited Financial Statement of divisions and districts and the 1988 Audited Financial Statement of counties.

Appendix 11

Education Funding by Source, 1974 - 1990/91

Calendar Year	(1) Provincial General Revenue	(2) Provincial SFPF Levy	(3) Local Supplementary Requisition (Percent)	(4) Other Local Revenue	(1+2) Total Provincial Share	(3+4) Total Local Share
1974	68.00	13.02	15.06	3.91	81.03	18.97
1975	69.99	8.74	17.41	3.87	78.73	21.27
1976	68.42	8.38	19.00	4.20	76.80	23.20
1977	65.84	8.72	20.73	4.71	74.56	25.44
1978	63.95	9.01	22.45	4.60	72.96	27.04
1979	61.30	9.52	24.25	4.93	70.82	29.18
1980	59.16	9.63	26.13	5.08	68.79	31.21
1981	57.34	9.47	28.18	5.01	66.80	33.20
1982	56.10	9.21	29.69	5.00	65.31	34.69
1983	55.98	8.97	30.00	5.06	64.94	35.06
1984	55.49	8.44	30.41	5.66	63.93	36.07
1985	56.30	7.74	30.52	5.44	64.04	35.96
Stub 1986	56.78	7.06	31.02	5.14	63.84	36.16
School Year						
1986/87	55.57	7.35	31.95	5.15	62.92	37.08
1987/88	53.18	7.49	33.46	5.87	60.67	39.33
1988/89	52.95	7.47	33.93	5.65	60.42	39.58
1989/90	52.59	7.37	34.30	5.75	59.95	40.05
1990/91E	51.39	8.00	35.41	5.21	59.38	40.62

Source: Alberta Education – Finance Branch
School Business Administration Branch

Notes:

1. Statistics exclude Department of National Defense; revenue and expenditure statistics exclude Lloydminster. The local SFPF contribution includes revenues from the City of Lloydminster.
2. School Foundation Program Fund(SFPF) is funded by a local tax levy on non residental property and from the general revenues of the province. This fund provides basic support for instruction, transportation and debt retirement.
3. The 1986 local contribution to the SFPF is matched with the 1986 stub year revenues. From then on the calendar year SFPF is matched with the last 8 months of the school fiscal year (i.e; 86-87 matched with 1987 local contribution to SFPF).
4. Revenues and Expenditures: Stub 1986 is a 12 month equivalent, consisting of 1.5 times the Jan. to Aug. 1986 Audited Financial Statemment of divisions and districts changing to the school fiscal year plus the calendar 1986 Audited Financial Statement of the remaining divisions, districts and counties. 1986-87 consists of the 1986-87 Audited Financial Statement of divisions and districts reporting on the school fiscal year plus 1.5 times the Jan. to Aug. 1987 Audited Financial Statement of divisions and districts changing to the school fiscal year plus calendar 1987 Audited Financial Statement of counties. 1987-88 consists of 1987-88 Audited Financial Statement of divisions and districts and the 1988 Audited Financial Statement of counties.

Appendix 12

Fiscal Capacity of Alberta School Jurisdictions, 1990/91

JURISDICTION (* Indicates non-operating jurisdictions)	1990 NET MILL RATE	1990 ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1 MILL OF ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1990/91 TOTAL OPERATIONAL REVENUE FUNDED STUDENT (AFB)
Above Provincial Average Assessment/Above Provincial Average Net Mill Rate				
* CAMPBELL LAKE RCSSD #202	12.60	573,594	574	0
* CASTLE RCSSD #248	12.88	13,121,173	13,121	0
COUNTY OF FLAGSTAFF #29	11.28	189,068	190	5,498
COUNTY OF MINBURN #27	12.96	201,518	202	6,132
COUNTY OF STETTLER #6	12.23	196,586	197	7,132
COUNTY OF STRATHCONA #20	13.18	189,897	190	6,187
COUNTY OF VULCAN #2	11.25	213,637	214	7,276
EDMONTON SCHOOL DIST #7	11.26	182,962	183	5,227
FORT MCMURRAY RCSSD #32	11.76	243,143	243	6,834
FORT MCMURRAY S DIST #2833	13.11	251,275	251	6,683
FT SASKATCHEWAN RCSSD #104	12.79	215,877	216	6,732
LLOYDMINSTER PUBLIC SCH DIV	11.46	191,605	192	0
* MAPLE HILL RCSSD #239	13.54	336,535	337	0
PROVOST RCSS DIST #65	12.81	184,078	184	4,506
* TWIN RIVERS SCHOOL DIV #65	11.54	272,277	272	6,174
WESTDALE RCSSD #174	13.52	1,799,002	1,799	0
Above Provincial Average Assessment/Below Provincial Average Net Mill Rate				
ACADIA SCHOOL DIV #8	7.43	396,148	396	7,699
* AMBERIDGE RCSSD #315	10.39	421,123	421	0
BANFF SCHOOL DISTRICT #102	2.33	1,433,671	1,434	6,244
BERRY CREEK SCHOOL DIV #1	3.89	2,520,955	2,521	20,768
* BIG EDDY RCSSD #164	4.05	377,436	377	0
CALGARY SCHOOL DISTRICT #19	10.78	189,549	190	5,241
COUNTY OF FORTY MILE #8	10.00	201,982	202	6,960
COUNTY OF LACOMBE #14	8.00	227,088	227	5,407
COUNTY OF NEWELL #4	8.04	301,448	301	6,814
COUNTY OF PAINTEARTH #18	6.49	413,629	414	6,521
COUNTY OF SMOKY LAKE #13	9.81	216,364	216	6,591
COUNTY OF TWO HILLS #21	10.71	204,412	204	6,244
COUNTY OF WHEATLAND #16	8.84	249,030	249	6,513
* CRANBERRY HILLS SD #5530	0.72	4,341,623	4,342	0
CYPRESS SCHOOL DIVISION #4	1.71	2,052,610	2,053	9,721
* DRAYTON VALLEY RCSSD #334	3.75	251,007	251	0
EAST SMOKY SCHOOL DIV #54	6.42	432,407	432	6,633
EXSHAW SCH DIST #1699	2.89	1,305,762	1,306	29,782
GROVEDALE SCHOOL DIST #4910	6.43	497,416	497	10,290
JASPER SCHOOL DIST #3063	7.75	392,462	392	6,408
* KEYSTONE VALLEY S DIST #5098	8.79	258,194	258	0
* LAKE LOUISE SCH DIST #1063	1.07	3,046,989	3,047	0

Appendix 12
(continued)

Fiscal Capacity of Alberta School Jurisdictions, 1990/91

JURISDICTION (* Indicates non-operating jurisdiction)	1990 NET MILL RATE	1990 ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1 MILL OF ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1990/91 TOTAL OPERATIONAL REVENUE FUNDED STUDENT (APB)
* MONTFORT RCSSD #185	7.17	225,741	226	0
* MORLEY SCHOOL DIST #172	6.17	311,553	312	0
MOUNT RUNDLE SCH DIV #64	9.06	249,118	249	5,669
NEUTRAL HILLS SCHOOL DIV #16	9.08	308,262	308	6,254
NORTHLAND SCHOOL DIV #61	8.96	400,132	400	24,785
PEACE RIVER SCHOOL DIV #10	10.36	177,214	177	5,352
PINCHER CREEK RCSSD #18	7.07	201,089	201	5,656
PINCHER CREEK SCHOOL DIV #299.83		179,861	180	6,088
PROVOST SCHOOL DIV #33	10.21	313,798	314	7,465
RANGELAND SCHOOL DIV #9	7.25	306,483	306	5,232
ROCKY MOUNTAIN S DIV #15	6.14	282,022	282	5,017
* ROSENHEIM SCHOOL DIST #1892	0.00	390,158	390	0
* SASKATCHEWAN RCSSD #144	10.51	303,673	304	0
* SIBBALD FLATS SCH DIST #5531	2.40	1,678,552	1,679	0
* SMITHREADE PS SCH DIST #7	6.63	371,949	372	0
SPIRIT RIVER SCHOOL DIV #47	8.95	237,185	237	7,130
STARLAND SCHOOL DIV #30	9.98	284,310	284	7,293
* STRAND RCSS DIST #86	7.99	237,844	238	0
SWAN HILLS SCH DIST #5109	4.85	709,229	709	7,417
THREE HILLS SCHOOL DIV #60	9.55	177,882	178	5,779
* TINCHEBRAY RCSSD #243	6.54	438,322	438	0
WAINWRIGHT SCHOOL DIV #32	10.97	193,570	194	5,945
WATERTON PARK S DIST #4233	6.17	782,126	782	10,851
* WESTERN RIDGE S DIST #2083	0.00	2,516,390	2,516	0
YELLOWHEAD SCHOOL DIV #12	9.06	247,395	247	5,326
Below Provincial Average Assessment/Above Provincial Average Net Mill Rate				
ASSUMPTION RCSS DIST #50	11.43	138,999	139	5,553
BARONS CONS SCH DIST #8	12.56	159,366	159	5,741
BEAVERLODGE RCSS DIST #68	12.52	72,895	73	6,861
BOW ISLAND RCSS DIST #82	13.50	138,421	138	4,190
* BOWTELL RCSSD #189	12.60	28,294	28	0
BROOKS SCHOOL DIST #2092	13.18	119,384	119	4,854
CAMROSE RCSSD #60	15.30	108,934	109	6,921
CAMROSE SCHOOL DIST #1315	11.90	136,627	137	5,106
* CEDAR CREEK RCSSD #232	14.52	43,400	43	0
COUNTY OF ATHABASCA #12	12.61	135,230	135	6,429
COUNTY OF BARRHEAD #11	13.37	92,361	92	5,997
COUNTY OF BEAVER #9	12.29	142,199	142	5,491
COUNTY OF CAMROSE #22	16.35	133,385	133	6,532
COUNTY OF GRANDE PRAIRIE #1	11.98	124,413	124	6,016
COUNTY OF LAC ST ANNE #28	11.32	164,497	164	6,007
COUNTY OF LAMONT #30	15.26	114,966	115	5,794

Appendix 12
(continued)

Fiscal Capacity of Alberta School Jurisdictions, 1990/91

JURISDICTION (* indicates non-operating jurisdiction)	1990 NET MILL RATE	1990 ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1 MILL OF ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1990/91 TOTAL OPERATIONAL REVENUE FUNDED STUDENT (AFS)
COUNTY OF LEDUC #25	12.97	142,075	142	6,421
COUNTY OF LETHBRIDGE #26	11.77	105,387	105	5,267
COUNTY OF PARKLAND #31	13.35	164,833	165	6,067
COUNTY OF THORHILD #7	13.71	143,365	143	6,532
COUNTY OF VERMILION RIVER #24	12.29	142,825	143	6,070
COUNTY OF WARNER #5	14.84	96,417	96	5,430
COUNTY OF WETASKIWIN #10	11.01	160,847	161	6,345
CROWSNEST PASS S DIV #63	11.34	104,618	105	4,448
DEVON SCHOOL DISTRICT #4972	15.29	94,559	95	5,102
DRUMHELLER RCSS DIST #25	11.46	104,587	105	5,137
DRUMHELLER VALLEY S DIV #62	12.24	137,760	138	5,603
EDMONTON RCSS DIST #7	11.25	163,486	163	5,331
FAIRVIEW RCSSD #35	12.83	129,107	129	5,078
FALHER CONS SCH DIST #69	13.57	105,388	105	7,411
FOOTHILLS SCHOOL DIV #38	13.08	144,836	145	5,586
* FORT VERMILION RCSSD #26	13.11	59,862	60	0
* GAP LAKE RCSSD #188	12.60	0	0	0
GRANDE CACHE S DIST #5258	12.83	166,196	166	5,338
GRANDE PRAIRIE RCSSD #28	12.95	111,823	112	5,994
GRANDE PRAIRIE S DIST #2357	13.44	117,962	118	5,781
* ISLAND HILL RCSSD #201	12.60	24,616	25	0
* KING EDWARD RCSSD #200	12.60	88,959	89	0
LAC LA BICHE SCHOOL DIV #51	12.89	80,673	81	5,978
LEDUC RCSSD #132	11.97	89,358	89	5,760
LEDUC SCHOOL DIST #297	12.48	89,442	89	5,245
LEGAL SCHOOL DIST #1738	11.97	86,211	86	5,674
LETHBRIDGE RCSS DIST #9	11.37	145,126	145	5,071
LETHBRIDGE SCHOOL DIST #51	11.40	155,798	156	4,983
* LIVINGSTON PSSD #8	11.17	172,624	173	0
LLOYDMINSTER RCSSD	13.40	150,317	150	0
* MACK RCSSD #313	13.93	55,433	55	0
MCLENNAN RCSS DIST #30	12.48	81,982	82	5,548
MEDICINE HAT RCSSD #21	11.30	132,868	133	4,948
MEDICINE HAT S DIST #76	11.25	150,442	150	4,808
NORTH PEACE RCSSD #43	11.55	131,635	132	6,051
* OKOTOKS RCSSD #346	12.84	80,730	81	0
PICTURE BUTTE RCSS DIST #79	11.35	87,566	88	4,950
* POPLAR HEIGHTS RCSSD #203	12.60	35,636	36	0
RED DEER RCSS DIST #17	11.33	125,485	125	4,943
RED DEER SCHOOL DIST #104	11.34	137,467	137	4,941
ROCKY VIEW SCH DIV #41	12.26	168,759	169	5,328
SEXSMITH RCSS DIST #51	12.56	66,071	66	5,631
SHERWOOD PARK CSSD #105	13.49	123,285	123	5,751
SPRUCE GROVE RCSSD #128	11.23	84,500	84	5,104

Appendix 12
(continued)

Fiscal Capacity of Alberta School Jurisdictions, 1990/91

JURISDICTION (* indicates non-operating jurisdiction)	1990 NET MILL RATE	1990 ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1 MILL OF ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1990/91 TOTAL OPERATIONAL REVENUE FUNDED STUDENT (AFS)
ST ALBERT PSS DIST #6	13.13	96,949	97	5,071
ST ALBERT SCHOOL DIST #3	13.06	100,469	100	5,244
ST ISIDORE SCH DIST #5054	17.62	89,342	89	8,424
ST PAUL SCHOOL DIST #2228	11.21	125,461	125	5,509
STETTLER SCHOOL DIST #1475	13.95	132,104	132	5,458
* STIRLING RCSSD #261	12.38	89,737	90	0
* STONEY VISTA RCSSD #184	13.54	74,250	74	0
STONY PLAIN RCSSD #151	13.11	84,457	84	5,204
STURGEON SCHOOL DIV #24	12.60	148,420	148	5,760
THIBAULT RCP SCH DIST #35	16.09	63,799	64	5,107
* TOMAHAWK RCSS DIST #120	14.51	39,624	40	0
VEGREVILLE CSSD #16	12.88	158,177	158	4,859
* VEGREVILLE RURAL CSSD #220	11.02	137,298	137	0
VERMILION RCSS DIST #97	15.04	107,793	108	6,026
* WAINWRIGHT EAST RCSSD #278	11.06	149,216	149	0
* WAINWRIGHT NORTH RCSSD #277	17.28	76,529	77	0
WESTLOCK RCSS DIST #110	11.08	94,213	94	5,102
WESTLOCK SCHOOL DIV #37	11.96	106,448	106	5,448
WHITECOURT RCSS DIST #94	12.64	118,974	119	5,874
WHITECOURT SCH DIST #2736	11.64	131,074	131	4,679
WILLOW CREEK SCHOOL DIV #28	11.87	141,040	141	6,225
Below Provincial Average Assessment/Below Provincial Average Net Mill Rate				
* AUBINDALE RCSS DIST #122	6.70	159,238	159	0
CALGARY RCSS DIST #1	10.85	172,824	173	4,968
CARDSTON SCHOOL DIV #2	9.67	71,321	71	6,053
COALDALE RCSS DIST #73	10.38	110,278	110	4,856
COUNTY OF MOUNTAIN VIEW #17	9.73	158,111	158	4,930
COUNTY OF PONOKA #3	8.24	140,926	141	5,789
COUNTY OF RED DEER #23	8.02	142,368	142	4,518
COUNTY OF ST PAUL #19	9.13	117,839	118	9,140
DRAYTON VALLEY RCSSD #111	8.71	159,640	160	4,341
EDSON RCSSD #153	9.51	89,049	89	5,462
FAIRVIEW SCHOOL DIV #50	9.59	126,639	127	5,714
FT VERMILION SCHOOL DIV #52	10.44	139,717	140	7,773
* GARTLEY RCSS DIST #101	2.91	0	0	0
GLEN AVON PS SCH DIST #5	10.86	117,334	117	4,889
* HAIRY HILLS RCSSD #351	9.86	118,157	118	0
HIGH PRAIRIE RCSS DIST #56	9.52	102,085	102	5,502
HIGH PRAIRIE SCHOOL DIV #48	9.08	130,637	131	6,000
HINTON RCSSD #155	9.41	163,166	163	5,398
* HOKENHEIM SCHOOL DIST #209	10.33	129,092	129	0

Appendix 12 (continued)

Fiscal Capacity of Alberta School Jurisdictions, 1990/91

JURISDICTION (* indicates non-operating jurisdiction)	1990 NET MILL RATE	1990 ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1 MILL OF ADJUSTED EQUALIZED ASSESSMENT PER RESIDENT STUDENT	1990/91 TOTAL OPERATIONAL REVENUE FUNDED STUDENT (AFS)
KILLAM RCSS DIST #49	9.70	73,457	73	7,743
LAKELAND RCSSD #150	10.67	130,914	131	6,246
LAKELAND SCH DIST #5460	10.41	144,799	145	5,296
* MOON LAKE RCSS DIST #326	9.46	85,887	86	0
* MORNING GLORY RCSSD #103	2.76	0	0	0
PONOKA RCSS DIST #95	8.22	121,602	122	7,821
RAYMOND RCSS DIST #100	8.66	80,759	81	0
REDCLIFF SCHOOL DIST #2283	10.57	86,663	87	5,275
ROCKY MTN HOUSE RCSSD #131	6.15	98,304	98	4,467
* ROSEDALE RCSS DIST #108	8.36	145,373	145	0
* SHILO RCSSD #348	5.96	57,897	58	0
* SLAVE LAKE RCSSD #364	8.64	0	0	0
SPIRIT RIVER RCSSD #36	10.46	103,067	103	6,070
STIRLING SCHOOL DIST #647	10.01	53,535	54	4,773
TABER RCSS DIST #54	10.40	116,862	117	4,793
TABER SCHOOL DIV #6	10.05	151,082	151	5,111
THERESETTA RCSSD #23	9.56	162,497	162	4,193
VALLEYVIEW RCSS DIST #84	7.76	66,323	66	15,362
WAINWRIGHT RCSSD #31	10.12	99,146	99	5,141
* WASKASOO RCSSD #186	7.97	60,199	60	0
WETASKIWIN RCSSD #15	10.62	80,965	81	6,639
WETASKIWIN SCHOOL DIST #264	10.78	136,096	136	5,444
* WHITE ROSE RCSS DIST #102	2.81	0	0	0
PROVINCIAL AVERAGES (all districts)	10.98	173,867	174	5,541

Source: Alberta Education - Policy and Planning Branch

Notes: 1. Figures reported are as of December, 1990, (not audited year-end data).
2. Provincial Average Assessment = $173,867
Provincial Average Net Mill Rate = 10.98%.

Appendix 13.1

Alberta Population Growth by Component, 1981/82 - 1990/91

Year	Natural Increase			Total Net Migration	Total Growth	Population (June 1)
	Births	Deaths	Net			
	(Thousands)					
1981/82	44.0	13.2	30.8	46.5	77.2	2,314.5
1982/83	45.6	13.0	32.7	-8.5	24.1	2,338.7
1983/84	45.1	12.7	32.4	-32.6	-0.2	2,338.5
1984/85	44.2	13.0	31.2	-21.1	10.1	2,348.5
1985/86	44.3	13.6	30.7	-4.1	26.6	2,375.1
1986/87	43.3	13.4	29.9	-27.3	2.6	2,337.1
1987/88	41.6	13.8	27.8	-16.9	10.9	2,388.7
1988/89	42.9	13.7	29.2	8.0	37.2	2,425.9
1989/90	43.5	14.0	29.5	16.2	45.7	2,471.6
1990/91	44.3	14.3	30.0	19.9	49.9	2,521.5

Sources: 1981/82-1989/90: Alberta Bureau of Statistics
1990/91: Statistics Canada Catalogue 91-210 (Volume 9)

Notes: 1. Data may not add to totals due to rounding.

Appendix 13.2

Components of Migration to Alberta, 1981/82 - 1990/91

Year	International			Interprovincial			Total Net Migration
	In	Out	Net	In	Out	Net	
	(Thousands)						
1981/82	20.6	7.3	13.2	98.0	64.8	33.3	46.5
1982/83	14.5	7.9	6.6	57.9	72.9	-15.1	-8.5
1983/84	10.6	7.8	2.8	39.9	75.3	-35.4	-32.6
1984/85	9.5	5.4	4.1	64.5	89.8	-25.2	-21.1
1985/86	10.2	6.6	3.6	74.2	81.8	-7.7	-4.1
1986/87	10.4	7.4	3.0	46.2	76.5	-30.3	-27.3
1987/88	12.6	6.3	6.3	47.5	70.7	-23..2	-16.9
1988/89	14.8	5.3	9.5	58.1	59.6	-1.5	8.0
1989/90	17.5	6.0	11.5	70.1	65.4	4.7	16.2
1990/91	17.6	5.5	12.1	75.8	68.0	7.8	19.9

Sources: 1981/82-1989/90: Alberta Bureau of Statistics
1990/91: Statistics Canada Catalogue 91-210 (Volume 9)

Notes: Data may not add to totals due to rounding.

Appendix 13.3

Percentage Distribution of Population and Median Age, Alberta, 1961 - 2011

Year / Age Group	1961	1971	1981	1991	(Projected[1]) 2001	2011
0-4	13.5	9.3	8.4	8.5	6.1	6.0
5-19	29.1	32.2	25.4	22.3	21.9	18.1
20-54	43.9	42.2	52.0	52.7	53.0	51.0
55+	13.5	14.5	14.2	16.6	18.9	24.9
Median Age	25.5	24.9	26.9	31.3		

Sources: 1961, 1971, 1981 and Projections: Alberta Bureau of Statistics
1991: Statistics Canada Catalogue 91-210 (Volume 9)

Note: Projections are based on Alberta Bureau of Statistics Population Projection (1987-2016) Series 5, Medium Growth. These projections are based on 1986 census data. Updated projections based on the 1991 census will be available in Fall, 1992.

Appendix 14.1

Marriages, Divorces, Out-of-Wedlock Births, Suicides and Murders in Alberta, 1980 - 1991

Year	Marriages	Divorces	Out-of-Wedlock Births	Suicides
1980	20,829	7,580	5,347	389
1981	21,774	8,418	6,619	366
1982	22,333	8,882	7,663	367
1983	21,181	8,758	7,489	405
1984	20,060	8,454	7,223	410
1985	20,738	8,102	7,628	383
1986	18,892	9,386	8,069	422
1987	18,623	9,170	8,328	388
1988	19,272	8,644	8,995	407
1989	19,888	8,227	9,626	359
1990	19,791	8,483	10,217	407
1991	18,612	- na -	10,762	465

Sources: Data on divorces (1980 - 1989 calendar years) are from Alberta Statistical Reviews (First Quarter 1992, Fourth Quarter 1991, Fourth Quarter 1986) produced by Alberta Bureau of Statistics. Divorce data for years 1989/90 and 1990/91 (year ending March 31st) are from the Alberta Attorney General. (Data for calendar years 1990 and 1991 were not available).
All other data are from Alberta Health - Vital Statistics

Appendix 14.2

Incidence of Low Income, Alberta, 1980 - 1990

Year	All Persons		Children Less Than Age 18: In Two-Parent Families		In Female-Lone Parent Families		Elderly (Age 65+)	
	Number (000's)	Percent	Number (000's)	Percent	Number (000's)	Percent	Number (000's)	Percent
1980	272	12.5	40	7.1	25	49.4	48	32.5
1981	242	10.8	43	7.3	17	39.1	51	33.9
1982	268	11.8	52	8.8	25	59.1	38	24.9
1983	373	16.5	78	13.2	37	65.5	42	26.4
1984	411	18.0	86	15.1	48	69.3	38	22.8
1985	365	15.8	73	12.6	36	63.7	36	21.0
1986	351	15.2	64	11.2	33	54.2	41	22.8
1987	397	17.1	79	14.0	40	62.6	40	22.0
1988	372	15.8	62	10.9	41	60.5	46	24.0
1989	372	15.5	68	11.6	41	65.3	41	20.6
1990	375	15.4	63	10.9	54	66.2	39	19.2

Source: Statistics Canada, Survey of Consumer Finances (January, 1992)
Note: Data are based on Statistics Canada 1986 Low-Income Cut-offs.

Appendix 14.3

Alberta Crime Statistics[1]: Juvenile Offenders, 1980 - 1990

Type of Crime: / Year:	1980	1982	1984	1986	1988	1990
Crimes of Violence[2]	3,018	604	724	1,127	1,546	2,645
Property Crimes[3]	15,143	8,894	8,579	12,343	14,342	20,301
Other Crimes[4]	3,305	1,917	2,156	3,461	4,213	5,388
Drug Offences	374	188	114	427	387	396
Other[5]	837	542	509	3,290	3,972	3,671
Total	22,677	12,145	12,082	20,648	24,460	32,401

Source: Statistics Canada, Catalogue 85-205 (Annual)
Notes:
1. Figures cited are actual offences (reported crimes less unfounded cases) and include only those crimes which come to the attention of police.
2. Includes homicide, sexual and other assaults, abduction and robbery.
3. Includes breaking and entering, theft - motor vehicles, theft over $1,000, theft under $1,000, possession of stolen goods and fraud.
4. Includes prostitution, gaming and betting, offensive weapons, and other criminal code offences.
5. Includes other federal statutes (e.g., Bankruptcy Act, Immigration Act), provincial statutes (e.g., Liquor Act, Securities Act) and municipal bylaws.

Appendix 15.1

Net Interprovincial Migration of School Aged Youth (Age 5 - 19), Alberta, 1980/81 - 1990/91

Year	Age 5-9	Age 10-14	Age 15-19	All Ages
1980/81	2,792	2,441	6,850	44,250
1981/82	1,614	1,360	9,791	36,562
1982/83	-1,172	-749	4,911	-11,650
1983/84	-3,699	-2,692	222	-31,986
1984/85	-2,919	-2,054	2,033	-20,771
1985/86	-1,350	-818	4,545	-3,831
1986/87	-3,624	-2,622	2,322	-30,062
1987/88	-2,306	-1,640	2,872	-23,223
1988/89	-1,139	-26	3,096	-1,528
1989/90	-372	535	3,420	4,747
1990/91	-169	651	3,592	7,782

Source: Statistics Canada: for 1980/81: Catalogue 91-208, for 1981/82 - 1990/91: Catalogue 91-210 (Annual)
Note: Figures are for year ending June 1 each year.

Appendix 15.2

Out-of-Wedlock Births, Suicides and Deaths in Motor Vehicle Accidents Among Alberta Youth Age 10-19, 1980 - 1991

	Out-of-Wedlock Births			Suicides			Motor Vehicle Deaths		
Age: Year	10-14	15-19	Total	10-14	15-19	Total	10-14	15-19	Total
1980	30	2,013	2,043	5	42	47	29	123	152
1981	39	2,199	2,238	6	42	48	21	123	144
1982	30	2,417	2,447	5	34	49	15	73	88
1983	20	2,144	2,164	3	41	44	14	48	62
1984	48	2,160	2,208	6	30	36	17	62	79
1985	37	2,173	2,210	3	33	36	12	86	98
1986	26	2,351	2,377	8	38	46	15	80	95
1987	34	2,333	2,367	3	33	36	15	72	97
1988	36	2,419	2,455	5	33	38	17	82	97
1989	35	2,517	2,552	3	30	33	14	57	71
1990	35	2,712	2,747	9	33	42	13	52	65
1991	46	2,877	2,923	4	45	49	15	60	75

Source: Alberta Health - Vital Statistics

Appendix 16

Selected Economic Indicators, Alberta, 1986 - 1991

	1986	1987	1988	1989	1990	1991
Population (June 1, 000's)	2,375.1	2,377.9	2,395.0	2,425.9	2,473.1	2,522.3
Natural Increase	30,240	28,790	28,160	29,500	29,400	30,950
Total Net Migration	-18,890	-17,900	5,500	13,990	21,800	18,520
- Net Interprovincial	-21,200	-23,630	-2,510	3,370	8,480	7,260
- Net International	2,310	5,730	8,010	10,620	13,320	11,260
Labour Force (000's)	1,266	1,268	1,290	1,308	1,324	1,357
Employed (000's)	1,142	1,147	1,187	1,214	1,231	1,246
Unemployed (000's)	124	122	103	94	93	111
Unemployment Rate (%)	9.8	9.6	8.0	7.2	7.0	8.2
Participation Rate (%)	72.2	72.0	72.4	72.4	72.1	72.5
UIC: - Payments ($M[1])	983	951	855	899	891	1,202
- Beneficiaries (000's)	-	-	-	77	74	89
Average Personal Income ($)	17,357	17,922	19,417	20,970	22,318	-
Average Weekly Earnings ($)	449	450	463	484	510	543
Retail Sales ($M)	14,338	14,855	15,954	18,875	19,878	18,858
Farm Cash Receipts ($M)	3,761	4,011	4,435	4,534	4,244	4,172
Manufacturing Shipments ($M)	15,165	16,313	17,925	18,394	18,952	18,468
Trade ($M): - Exports	10,522	11,787	13,056	13,491	15,622	16,017
- Imports	3,117	3,039	3,989	3,728	4,164	4,589
International Tourists (000's)	449	486	572	524	523	519
Construction:						
- Building Permits ($M)	1,841	1,860	2,408	2,647	3,017	2,639
- Housing Starts	8,462	10,790	11,360	14,712	17,227	12,492
- Work Purchased ($M)	10,349	10,490	11,937	12,185	13,537	13,965P
GDP per Capita ($)	23,696	24,713	26,109	27,581	29,284	-
Total Investment ($M)	16,150	16,781	19,393	19,925	21,893	20,233
CPI (1986 = 100)	100.0	104.0	106.8	111.3	117.7	124.6
Energy Production:						
- Crude Oil & Equivalent[2]	1,109	1,173	1,234	1,189	1,160	1,137
- Synthetic Crude Oil[2]	185	181	201	205	208	226
- Natural Gas[3]	3,413	3,633	4,105	4,150	4,160	4,322
- Coal (000's of tonnes)	27,660	28,798	33,401	35,007	35,174	36,298
Rig Activity - Active	159	168	189	125	135	116
- Available	457	461	455	415	376	355
Bankruptcies: - Consumer	-	-	-	2,608	3,770	5,510
- Business	-	-	-	979	1,123	1,304

Source: Alberta Bureau of Statistics

Notes:
1. "$M" = millions of dollars.
2. Thousands of barrels per day.
3. Billions of cubic feet per day.
4. "-" indicates data not available.

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Facts and Figures 1991: Reader Feedback Form

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2. The major purpose of the *Facts and Figures* report and the *Basic Statistics* brochure is to inform Albertans about basic education in the province. In your opinion, how informative did you find each document?

	Very Informative	Somewhat Informative	Not Informative
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